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ABSTRACT

The manual is designed to provide the physical education teacher or the kindergarten teacher with an orderly sequence of experiences for promoting growth in body awareness, dynamic balance, muscular strength, spatial awareness, and temporal awareness in the 5- and 6-year-old learning disabled child. The 33 weeks of lesson plans are designed for daily 20-minute physical education class periods. Initial sections of the document cover class organization, the motor perception test, tips for testing, a sample motor perception test recording chart, and warm-up exercises. The bulk of the document outlines activities which include throw and catch, tumbling, and folk dance. Appended are a suggested record list and supplemental activities involving visual motor skills and motor perception skills. (SBH)

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MOTOR PERCEPTION ACTIVITIES FOR THE KINDERGARTEN

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THIS MANUAL IS A REVISION AND EXPANSION

OF THE

ORIGINAL KINDERGARTEN MANUAL

WRITTEN BY

PAUL EATON

1977 Edition

by Mrs. Marian Simpson

Project Success

Motor Perception Consultant

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INTRODUCTION

The five and six year old child is capable of learning many developmental motor activities. Some children have had limited experience in learning motor skills; however, most of them are interested in all phases of learning and particularly enjoy all kinds of physical activities.

A well planned motor perception program will contribute to the motor development of young children and will help in developing self confidence. The activities in this manual are designed to promote growth in both of these areas and more specifically in body awareness, dynamic balance, muscular strength, spatial awareness, and temporal awareness.

Children vary immensely in their motor ability. The teacher's responsibility is to provide interesting and stimulating activities for all children. It is imperative kindergarteners have ample opportunity to play and experiment. This manual is designed to provide the physical education teacher or the kindergarten teacher with an orderly sequence of experiences to meet the needs of all levels of skills.

The lessons are planned for daily twenty minute physical education class periods. There are plans for thirty-three weeks. This will leave time at the beginning and at the end of the year for pre and post motor perception testing. If you do not wish to test, start the plan immediately and use the folk dance unit in the middle of the year and again at the end of the year.

The key to success in using these units is that they are not a holy and sacred epistle with all the answers. They are to be used in the way that they can be most valuable to YOU! Use them in the order you wish, choose specific activities to be used when a teachable moment occurs because of a "happening" in your school or community, most of all, make them work for you. We will not sue you for destroying what we have created. It is of no value if no one uses it.

CLASS ORGANIZATION

Class organization is affected by many factors. The prime consideration should be how you, as the teacher, can be most effective. Other factors are class size, room size and the activity you are going to teach.

When the children come to physical education class, you may have them get in anyone of several formations; however, a circle or straight line would be preferable. Choose one formation and have them go to those places each day when they arrive. Whichever formation you decide to use, you should be in a position so the entire class can see and hear you.

There are advantages in using a circle: it is used for many games, provides room to do exercises and has the class in a position to move around the room clockwise or counterclockwise. By having each child stand on one of the four colored lines used to make the circle, they can quickly move into four lines for games and relays. Make the circle by putting six or eight inch strips of colored masking tape on the floor. Use four colors, put them far enough apart to have a line for each student, a large circle and enough room for the children to have their own space.

A line formation is used by many people with great success. However, it does not provide as much space between each child. Before you start activity, the students will have to move to a second formation to have space for movement. It is easier for the teacher to be in front of the class when they are in a line.

Safety must be a part of the class organization. Preventing all injuries is virtually impossible; however, precautionary measures can serve as a deterrent. Be aware of lighting, condition of equipment, extraneous equipment in the surrounding area, the physical condition and health of the children.

A whistle chould be used sparingly as a method of class control. If a whistle is used excessively it will loose it's effectiveness. The children will hear it so often they will shut it out just as they do the noise.

The activities you are teaching should be explained, demonstrated (if necessary), performed and discussed. The necessity for using all four phases should be a decision made by the teacher. You know their skill level, abilities, and perception; therefore, you must determine what may be deleted.

The explanation should be presented as briefly and as simply as possible. You need to be thorough in your description. The children will be more responsive if you make it interesting and speak slowly enough to allow them time to process what you are saying.

The demonstration phase of teaching an activity or game is not always necessary. However, if there is a possibility even one child cannot understand the auditory description, be sure to have a demonstration. You do not have to do all of the demonstrating. If a child or children can execute the skill, be sure to use them. This will dispell the idea, "It's too hard for me adults should be able to do it." Do not distract the class by talking while the child is demonstrating. Discuss what they saw and allow a second demonstration if the children have numerous questions. As a part of the demonstration include any safety rules related to the activity.

Do not talk the whole period. Be sure to give them plenty of time for participation. The children are there to "play" and to achieve the desired outcomes, participation is indispensable. Listening and watching will not develop physical skills.

The culmination of the day's lesson should allow time to evaluate the children's accomplishments. Try to emphasize the positive things that happened and give general suggestions on what would be improved. Review any background information the name of the game or any interesting idea related to the students classroom units of study. Do not be afraid to emphasize that everyone had fun. This too is an objective of Motor Perception.

Project Success

for the S.L.D. Child

Kindergarten

MOTOR PERCEPTION ACTIVITIES

Name:_____ Grade_____Sex: M F
Last First Initial

Birth Date:_____ _____ _____ Pre-test date:_____
Month Day Year

Post-test date:_____

Pre-test height_____Post-test height_____

Pre-test weight_____Post-test weight_____

(Use different color ink when scoring post-test)

Hand, Eye, Foot choice

A. Hand R L What hand do they throw with?
B. Eye R L What eye do they use when asked to look through a telescope?
C. Foot R L What foot do they kick the ball with?

Part I Balance Beam Pre-test

Can he keep his eyes on the target directly in front of him at eye level and walk a 4" balance beam without falling off? No practice trial is permitted. Two trials are allowed for each test. (Demonstrate)

	yes	no
1. walking forward	_____	_____
2. walking backward	_____	_____

Can he balance for 5 seconds on the 2" side of the balance beam without falling off? No practice trial is permitted. Two trials are allowed for each test. (Demonstrate)

3. right foot vertical	_____	___
4. left foot vertical	___	___

Part II Skipping

Can he skip around you in a smooth manner?

Part III Identification of Body Parts

Stand in front of the child while giving commands. Ask the child to touch his body part. If the body part is a pair he must touch each member of the pair. Write an "H" in the right margin if the child touches the body part correctly, but hesitates before doing so.

no 1. touch your shoulders using both hands
no 2. touch your head
no 3. touch your eyes
no 4. touch your chin
no 5. touch the back of your neck
no 6. touch your elbows
no 7. touch your ankles
no 8. touch your knees
no 9. touch your littlest toes
no 10. touch your heels
no 11. touch your wrists
no 12. touch your R hand to the R knee
no 13. touch your L hand to your L ear
no 14. touch your R hand to your L eye
no 15. touch your L hand to your R ankle
no 16. touch your toes, nose, ankles

Part IV Ball Bouncing

1. Can he bounce the 8 1/2" playground ball waist high with both hands, hitting within a 1' square, and catch the ball 5 times in succession keeping his eyes closed?

Two trials are allowed for this test. (Demonstrate)

yes	no
___	___

Part V Catching and Throwing

Play catch with the student, having him throw the 6" playground ball in the air to the instructor. The instructor then throws it back. Throwing distance: Kindergarten-15';

	yes	no
1. Does he throw consistently with the same arm? Mark which arm he uses.	___	___
2. Can he throw the ball in the direction of the instructor, so that the instructor can catch it, keeping one foot stationary 3 out of 5 times? Mark the number of successful throws.	___	___
3. Can he catch the ball 3 of 5 times? Mark the number of successful catches.	___	___
4. Does he stop with the foot opposite the arm he throws? Mark the number of throws in which he does the correctly.	___	___

Part VI Rope Jumping

	yes	no
1. Can he jump rope ten times with a short rope? Must jump off both feet and the jumping must be continuous. The child is permitted two trials.	____	____

Part VII Rope Climb

1. Can he climb to the top of an 18' rope using hands and feet. The child is given only one trial. Be sure to provide mats below the rope and an adult spotter. Mark the approximate height reached.	____	____

Part VIII Metronome

1. Using a metronome, can he clap a steady beat?	____	____
2. Can he tap his left foot to the beat?	____	____
3. Can he tap his right foot to the beat?	____	____

Part IX Jumping and Hopping

1. Can he jump 5 times within a 15" square without losing his balance? (Both feet) Two trials are allowed.	____	____
2. Can he hop 5 times on the right foot within a 15" square without losing his balance? Two trials are allowed.	____	____
3. Can he hop 5 times on the left foot within a 15" square without losing his balance? Two trials are allowed.	____	____

Part X Bent Knee Sit-ups

The pupil lies on his back on a clean floor, mat, or turf with his knees bent, feet on the floor. Heels should be about a foot from buttocks. The angle at the knees should be less than 90 degrees. The pupil puts his hands on the back of his neck with either the finger tips touching or the fingers clasped and places his elbows squarely on the mat. A partner holds his feet to keep them in touch with the mat at all times. To perform the sit-up, the pupil tightens his abdominal muscles and brings his head forward as he curls up, finally touching his elbows to his knees. This action constitutes one sit-up. The pupil returns to the starting position with his elbow on the mat before he sits up again. Only one trial is allowed. No sit-up shall be counted in which the pupil does not (a) keep fingers in contact behind the neck, (b) sit-up without pushing off the floor with an elbow, (c) return to the starting position with elbows flat on the mat.

Record the number of sit-ups in the time of 30 seconds.

1. Number of correctly performed sit-ups _____

Part XI Fine Motor

1. Can the child tie a bow? yes no

Part XII

120 Yard Run-Walk -- K-3 (1)

Measures: Cardio-respiratory encurance

Equipment: An accurately measured area, flags to indicate turns, and a stopwatch.

Warm-up Activities: Suitable activities should consist of fast walking or jogging and walking.

Test Event: Pupil takes a position for a standing start. On the signal "Ready? Go!" the pupil starts the run. He may be instructed that he may walk if necessary. Two or more pupils may run at the same time, but a timing device is needed for each.

Rules: Only one trial is given.
Walking is permitted, but pupils should know the object is to cover the distance in the shortest possible time.
The score is the time that elapses between the starting signal and the moment the pupil crosses the finish line.

1. Record the elapsed time in seconds.

_____seconds

TIPS FOR TESTING

Hand, Eye, Foot choice

Eye: Use a plastic cylinder or other object they can look through. If nothing else is available roll up a sheet of paper. This is the "pretend" telescope. (refer to page IV)

Hand and Foot:

Be sure to have the child throw or kick the ball two or three times. If they change hands each time continue to have them throw or kick. Not all children will have developed a preference. This information should be noted on the test sheet. Dominance is sometimes late in developing.

Part III Identification of Body Parts

What are you trying to find out? If you want to know how much knowledge they have about their bodies give them credit if they touch the correct part of the body. If the child does not use both hands, remind them a second time, then note the information on the test sheet. This may indicate a memory problem for the child. You should always remember that the LD child is going to have a problem remembering multiple directions.

Part V Catching and Throwing

If the child does not use one hand you may ask them to try to throw the ball with one hand. Do not insist. just give them the opportunity. You did not mention it in the original directions and they may assume you want them to use a particular type of throw.

Part VII Rope Climb

You may stabilize the rope so it won't swing. If it goes all the way to the floor put one foot on it.

Part VIII Metronome

Give the child a few beats to get started and have them continue clapping at least eight beats.

Part XII 120 Yard Run-Walk

One person can give the test by getting the children to watch the testers arm and start to run as soon as it starts its downward movement. The person doing the testing stands at the opposite end of the area where the children are lined up in twos. Extend one arm in the air so the children can see it. As you lower your arm start the stop watch. Have a practice session at close range on the starting procedure. Do not have them run, just start, at the practice session.

MOTOR PERCEPTION TEST RECORDING CHART

The following sheet may be used for recording the results of the motor perception test. Place the child's name on one line and record that child's pre-test score on the same line. Leave two lines blank before you put in the next name. This will leave two spaces for you to record the post-test results and any gains the child made. You can use this composite of the scores to see what the child can perform correctly and what the class needs more help to master.

Explanation and Suggestions for Recording

1. The headings across the top are for a group of skills and individual skills. Example: Balance has four parts recorded under that designation.

2. Record the number of correct performances over the number possible. Example: 2/4.

3. Record a plus for the individual skills they can do and a minus for those skills that need more practice.

4. Record the number of sit-ups they do. These areonly suggestions and you may change them to any method of recording that is meaningful to you.

	Balance	Skip	Body Parts	Ball Bounce	Catch-Throw	Jump Rope	Metronome	Jump-Hop	Sit-ups	Hand	Eye	Foot

EXERCISES

The exercises below may be used as warm-up activities at the beginning of class or as a part of the class. They are not recommended to be used at the end of the period, since they are more vigorous and would tend to stimulate the children. Quiet games are not always a part of the lesson, since the students are given time to get in line, get quiet and walk back to class. This will allow them enough time to be ready for work when they return to class. If the class as a whole tends to be extremely lively, you may have to use music and quiet games every day.

Arm Circles

Stand Tall with your arms raised to the side at shoulder level.
Rotate both arms in small circles and increase the size if you wish.
Rotate forward and backward.
Have the class rotate the arms slowly and rapidly.
Arm circles may also be done with the arms extended in front of the body.

The Bell

Stand with the feet apart.
Bend forward as if to touch the floor with both hands.
Clasp the hands and swing the arms from side to side as if you are in the bell.
The whole body should go from side to side as the bell rings.

Jumping Jacks

You may use the approach of making space ships to help the children with jumping jacks. Discuss how the top of a space ship looks. Have them put their arms up, keeping them straight and clapping their hands together. Talk about how a space ship needs a good base and have them stand with their feet apart. Let them jump without spreading their legs, just bring their arms up. Jump again and return the arms to the side. Without the arms, have them jump and land with their feet apart, then jump bringing them back together. By this time, most of the children should be able to do a jumping jack. This is one of the more difficult exercises and will take some practice for the whole class to do it skillfully. It may be necessary to have some students try it lying on the floor.

Knee Lift

Stand with the feet together. Bring your left knee toward your chest. Grasp it with both arms and pull it to your chest. Return to a standing position. Bring the left leg toward the chest. Grasp it with both arms and pull it tightly to the chest. You may have them hold it for three counts or return immediately to a standing position.

Launching the Rocket

Stand in a crouched position with the feet together.
Jump into the air and extend the body and arms as high as possible.
Land and return to the crouched position.

Leg Piston

Lie on your back on the floor. Hold one leg straight out as you bring the other leg in toward the chest as close as possible. Exchange places with the legs. Continue this movement in rapid succession.

Tiptoe Standing

Stand with the feet together and arms at the side. Raise yourself to a tiptoe position. After the students are on tiptoe, you may have them hold it for three to five counts. You may vary this exercise by having them raise their arms up as they go up, raise a ball above their heads as they go up, change their focus from the floor to the ceiling or any variation that might correct a problem that you have identified. Return to a standing position slowly.

Sit-ups

Use the method suggested in the Kindergarten Motor Perception Test. It is on page VI.

Toe Touches

Stand in a position with the feet slightly apart. Bend at the waist and touch your shins. Return to a standing position. Bend down again and try to touch your toes with your fingers. Return to a standing position. Bend down again and touch your finger tips to the floor. Return to a standing position. If you start and use different positions each student will be able to reach a point that will stretch muscles without injury and at the same time be aware that they need to try to reach as far as they can. You may have them return to a standing position with the arms stretched above the head.

Windmill

The students stand with the feet in a stride position, arms straight out from the side, bending at the waist and reaching the right hand across to touch the left foot. Next return to a standing position. Bend at the waist and reach the left hand across to touch the right foot. Continue until you have touched each foot at least five times. As the class continues you may have them repeat the exercise more than five times.

Stretches

Sit on the floor with the legs crossed and the hands clasped (interlocked) behind the neck.

1. Bend forward and pull gently with the arms as you round your back.
2. Go forward as far as possible. Hold for three counts.
3. Sit up and rest three counts.
4. Repeat five times.

NOTE:

At the beginning of the year repeat each exercise five times when you are using it. Add more repetitions as the year progresses. Use only three or four different exercises on any one day. Several have been described to add variety and to improve over-all body efficiency.

Equipment lists appear before each weekly plan. This will give you an opportunity at the end of the preceeding week to check the list and make arrangements to have the equipment available. If the equipment is not readily available in your school, this will give you a chance to supplement another activity for that day.

FIRST WEEK - EQUIPMENT

Record Player
Long rope
Balloons (one for each child)
Carpet Squares

RECORDS:

"Sensorimotor Training in the Classroom"
"Getting To Know Myself"
"Learning Basic Skills Through Music Vol. 1"

NOTES:

First Week

Monday

1. Explain your guidelines of behavior to the class.

   Example: a. Students must listen when the instructor or aides are giving directions.

   b. Students must follow directions given by the teacher or the aides.

   c. If the student doesn't follow the behavior guidelines, he will not be allowed to participate.

2. RECORD "Sensorimotor Training in the Classroom" (Selection Basic Movement)

   Instructions are given by the narrator of the record. The children will perform five fundamental movements. These movements are: marching, jumping, balancing on each foot, jumping on each foot, and running.

3. RECORD "Sensorimotor Training in the Classroom" (Selection Visual Training)

   The children are instructed to move their eyes without moving their heads. This exercise will help develop adequate control of the eyes. By control, it is meant that they can track an object without conscious effort. A child's eyes can be healthy and see clearly, yet lack adequate control.

   When the visual training section of the record is completed, you can help the children learn to roll their eyes. Give the following directions:

   Look to the side
   Look up
   Look to the other side
   Look down

   Repeat several times. Look for students who are having difficulty controlling the movement of their eyes.

   Ask the children if they can blink their eyes. Can they use their eyes to show surprise?

4. Divide the class into small groups and begin to practice jumping the long rope.

Tuesday

1. RECORD "Getting to Know Myself" (Selections Touch and Shake Something)

   Instructions are given by the narrator of the record. The child will touch various body parts in Touch , and will perform bending, shaking, and twisting movements in Shake Something .

2. "Bicycle"

   Instruct the child to lie down on his back and lift both legs so that they are extended overhead. The back must be supported with the hands. The legs are then pumped up and down as if peddling a bicycle.

3. Helpful Hints for Jumping the Long Rope

   a. The child should not travel. He should stay in one place as he jumps.

   b. The child should push off both legs as they jump.

   c The child should receive a "get ready" signal before the rope is turned. Tapping the rope against the jumpers lower legs serves as our signal.

4. Divide the class into small groups and begin to practice jumping the long rope.

   Rope jumping involves many distinct skills of great value for each individual person. It develops agility, rhythm, coordination, and stamina in the use of large muscle group control. It is an activity that contributes to the development and conditioning of the heart and lungs.

Wednesday

1. "Change Game"

   The "Change Game" is an activity that allows the child practice in "auditory sequential motor memory skills." This type of memory is important to the child. Teachers often give a series of directions that must be followed correctly. This type of memory can be improved through practice.

In the "Change Game", the child must listen to a series of directions that describe a motor skill. The child will be asked to listen, remember, and respond.

The teacher selects and explains two motor activities that he wants the child to perform. Music is used for the auditory cue. When the music begins, the child performs the first motor activity. (Example: run). When the music stops, the child stops. When the music begins again, the child performs the second activity (Example: walk). You may repeat the sequence as often as desired. Explain to the class that the next time you play the "Change Game" you will have three motor activities to remember (Example: run, walk, skip).

2. Divide the class into small groups and practice jumping the long rope.

Thursday

1. Balloon activities

You will need a round balloon for each child, a record with some lively music, and a carpet square for each child. Scatter the carpet squares on the floor. Direct the children to find a carpet square to sit on. When all the children are seated, instruct them to remain seated while you pass out the balloons. Direct the students to listen for the music, when the music begins, they are to stand up and attempt to keep the balloons in the air by hitting the balloons with their hands. When the music stops the children are to sit on their carpet squares and hold their balloons. Stress that they can not catch the balloon or move their feet from the carpet. If the balloon lands out of reach, the child must wait for the teacher to return it.

You may want to repeat the activity letting the children hit the balloons with other body parts, such as, thumbs, elbows, wrists, or knees.

To complete the activity, let each child break his balloon. He must break his balloon by placing it on his carpet square and sitting on it. He can't use his hands or feet.

The balloon activities are a fun way to practice hand-eye-foot coordination. Breaking the balloon is a good activity for experimenting with the application of force.

2. Divide into small groups and practice jumping the long rope.

Friday

1. Animal walks

Animal walks are a fun way for children to experiment with movement. They provide a variety of enjoyable outlets for exploring space and relating movement to the physical environment. Music can be used to establish a definite beat. Give some clues and let the children guess what animal they are imitating. Pictures of the animals create added interest.

The animal walks you will use today are:

a. Lame dog. Explain to the children that they should walk on their hands and feet (not on their knees). Explain that this dog has a broken leg. The broken leg may be either a front or back leg. Ask your dog to do some tricks. Can the dogs roll over? Play dead? Sit up?

b. Inch worm. Have the children lay on their stomachs with their arms extended. They should support their body weight on their hands and feet. The children should attempt to keep their legs straight as they slide their feet up to meet their hands. They then reach out with their arms and do the whole thing over again. Repeat several times.

c. Rabbit hop. Direct the students to squat and place their hands on the floor outside their knees. The children should place their hands as far forward as they can reach. They should then keep their feet together and jump their feet to their hands. Repeat several times.

d. Bug on his back. Ask the children if they have ever seen a bug who was laying on his back trying to get turned over. They should lay on their backs moving their arms and legs rapidly.

2. Divide the class into small groups and practice jumping the long jump rope.

SECOND WEEK - EQUIPMENT

Long Ropes
Red, blue, green, yellow construction paper--one piece of one of these colors for each child.

RECORDS:
"Sensorimotor Training in the Classroom"
"Learning Basic Skills Through Music Vol. 1"

NOTES:

Second Week

Monday

1. Sit ups

   Arrange the class so that each child has a partner. One child holds his partners ankles. The other child lies on his back with his knees bent and feet flat on the floor. His hands should be placed behind his neck. To perform the sit up, the child must curl up and touch his elbows to his knees. Allow the children to perform as many sit ups as possible in a thirty second time period. Then direct the partners to change roles.

   This type of sit up may be too difficult for some students. These students should be allowed to do a modified sit up. Allowing the children to straighten their legs in one type of modification. Another modification would be to allow the child to keep his arms out straight and touch his fingers to his toes.

   Sit ups are a good warm up exercise. They work and strengthen the abdominal muscles.

2. "Mirror Images"

   The students continue to work with their partners in the "mirror immage" activities. In this activity, one child creates movement patterns and the other child attempts to imitate the movements. The child who creates the movement patterns is designated as "the person looking into the mirror". The child who attempts to duplicate the movement patterns is designated "the mirror."

   Perceptual-motor values include the promoting of visual-motor skills and laterality.

3. Divide into small groups and practice jumping the long rope.

Tuesday

1. Play the "Change Game" as previously described. Include three motor skill activities.

2. Divide the class into small groups and practice jumping the long rope.

Wednesday

1. RECORD "Sensorimotor Training in the Classroom: (Selection Physical Fitness

   Instructions are given by the narrator of the record. The students

will be directed through a series of movements. These exercises will provide an enjoyable warm up.

2. Divide into small groups and practice jumping the long rope.

Thursday

1. RECORD "Learning Basic Skills Through Music Vol. 1" (Selection Colors).

   The class can be scattered or arranged in a circle. Four colors are used in this game - red, blue, yellow, and green. Give each child a color card, ribbon, etc. identifying him as one of the four colors.

   During the chorus, the children sway from side to side or create some other rhythmic movement with the music. During the verse, they stand up when their color is called to stand, and sit down when it is called to sit.

   This game develops listening skills and recognition of the colors red, blue, yellow, and green.

2. Divide the class into small groups and continue to practice jumping the long rope.

Friday

1. Long rope skills test

   To avoid distractions and to make the results more valid, use only one rope. Each child receives two opportunities. Record the highest score.

   Sixty percent of your students should be able to jump ten times or more.

THIRD WEEK - EQUIPMENT

Balance Beams--the more you have available the more times each child can have to practice walking
Colors used last week
Wands--they may be plastic, wood or whatever materials yours are made of. Plastic tubes that are dividers for golf bags may be used.

RECORDS:
"Learning Basic Skills Through Music Vol. 1"

NOTES:

Third Week

Monday

1. Movement exploration

There are numerous approaches to providing children with movement experiences. Movement exploration is one method which has proven to be a practical and successful approach for young children. Children are presented with a variety of movement challenges which they must react to according to their own interpretation and feelings. Each time we work in movement exploration, we work in one basic skill area. Problem solving questions which lend themselves to movement experiences in that skill are asked. The first basic skill area is walking.

a. You are walking down an old path. It is raining very hard. There are many mud puddles. A very strong wind is pushing you from behind. Can you show me how you would walk?

b. Your baby brother is sleeping. You must get a book from his room. Show me how you would walk.

c. You've just had a fight with your best friend. Your lip is bleeding and your eye is getting puffy and turning purple. You must be very angry. Show me how you would walk.

d. You are eighty years old. A cane aids you as you walk. Rheumatism causes stiffness and pain in your muscles. Show me how you would walk.

e. You have on your slickest shoes. It is a cold day in January. The sidewalk is covered with ice. Show me how you would walk.

f. You have been to the store. They were selling very large watermelons. You decided to buy one. Now you must carry it home. It's very heavy. Show me how you would walk.

2. Explain procedures for walking the balance beam.

Balance training should be a basic and important part of a motor development program. Balance underlies all movement tasks, and is vital to specific sport skills such as throwing and catching. In order for balance to improve significantly, specific training activities must be included in the program.

The children must remove their shoes and socks for all balance beam

activities. The walking surface of the balance beam is four inches wide. There should be one balance beam for each group (if you don't have enough, you can mark a four inch line on the floor.) A fixation point should be located at the child's eye level. We use colorful pictures as fixation points. The children are asked to keep their eyes on the pictures as they walk the beam forward and backward. They are told to walk the beam putting one foot in front of the other. (We do not demand that they walk "heel and toe", however, we do not want the children to slide their feet.)

Pictures can be used to create added interest. Colorful pictures of mountain ledges and a natural bridge can add excitement. The children are asked to use their imaginations and pretend that they are walking the narrow surfaces shown in the pictures. A circus picture showing the high wire would also be a good picture to use.

3. Divide the class into small groups and begin to practice walking the balance beam.

Tuesday

1. RECORD "Learning Basic Skills Through Music" Vol.1 (selection Parade of Colors)

Ten colors are used in this game - blue, red, black, green, yellow, pink, purple, brown, white, and orange. Arrange the class in circle formation. Give each child a color card identifying him as one of the ten colors. The children march around as the "Parade of Colors" during the chorus. The narrator will direct the students to listen for the bell. When the bell rings they are all to sit down. Then the fun begins. During the verse, the children must listen intently. The lyrics of the song direct the colors to stand and sit down. The students must listen carefully, know their colors, and make a minimal amount of noise, if they hope to perform correctly. The instructor should explain and demonstrate the game prior to playing. The record moves quickly and the children will need to have a basic understanding of the directions.

The purpose of the game is to teach identification of colors and to improve listening skills.

If you would like to make the game more challenging, you can direct the students to sit with only their knees making contact with the floor and to stand on only one leg.

2. Divide the class into small groups and practice walking the balance beam.

Wednesday

1. "Rocking Chair"

   In the "rocking chair" the children lie on their chest, reach back and grab their ankles with their hands, and rock back and forth.

   You can add some fun by having the children pretend that they are in a furniture store.

2. Divide the class into small groups and practice walking the balance beam.

Thursday

1. Wands can be used to provide children with opportunities for movement experiences.

   a. Hold the wand with one hand at each end. Can you step over the wand? Can you step back through the wand?

   b. Can you move the wand over your head down behind your back and then step over it?

   c. Can you bounce your wand on the floor and catch it?

   d. Can you balance the wand on the floor, let go, turn yourself around, and catch the wand before it falls?

   e. Hold the end of the wand with one hand. Can you toss the wand in the air and catch the opposite end?

   f. Use one hand to hold the lower end of the wand at eye level. Can you let go of the bottom end and catch the top end?

   g. Can you balance the wand on your hand?

2. Divide the class into small groups and practice walking the balance beam.

Friday

1. Balance beam skills test

   To avoid distractions and to make the results more valid, use only one balance beam. Each child receives two opportunities to walk forward and two opportunities to walk backward. Record the results.

   Eighty percent forward. Forty percent backward.

FOURTH WEEK - EQUIPMENT

Hoops
Carpet Squares

RECORDS:
"Getting To Know Myself"
"Learning Basic Skills Through Music"

NOTES:

Fourth Week

Monday

Hoop activities are a novel approach to motor development. Hoops can be used to create patterns of movement and to develop spatial awareness. Physical activities are good for emphasizing spatial relationships such as on, in, under, over, through, behind, and in front. Many children need to experience these positions physically before they can understand their meaning. This week we will use hoops in a variety of ways.

1. RECORD "Getting to Know Myself" (Selection The Circle)
   Give each child a hoop. The hoop is the child's circle. Tell the children to select their own space. Movement instructions are given by the narrator. The children will be asked to interpret several position words. Included are front, back, in out, and around.

2. Jumping hoops

   The hand-eye-foot co-ordination patterns necessary for jumping rope can be introduced with hoops. Unlike jump ropes, hoops will maintain their shape without the child's aid.

   Give the children the following directions:
   a. Place the bottom of your hoop on the floor.

   b. Place your hands on top of the hoop.

   c. Curl your thumbs under the top of the hoop and hold the hoop loosely in your hands.

   d. Step through your hoop.

   e. Turn the hoop over and step through again. Repeat.

   Divide the class into small groups and help them learn to step through the hoops.

Tuesday

1. Movement exploration with hoops.

   a. How high up can you stretch with the hoop held in both hands?

   b. Can you hold the hoop above your head; and drop it so it hits the ground without touching your body?

c. Can you make a bridge over your hoop? Can you make a bridge using only one arm and one leg?

d. Pretend your hoop is the steering wheel of a large truck. Can you drive the truck down the highway?

e. Can you balance the hoop on the floor, let go, turn yourself around, and catch the hoop before it falls?

f. Can you balance your weight on one foot within your hoop and lean forward from the waist?

g. Can you jump five times and come down inside your hoop each time?

h. Can you do the "lame dog" walk around your hoop?

i. Your hoop is a picture frame; you are the picture. Can you show me a picture with a smiling face? Sad face? Mad face? Sleeping face? Scary face?

2. Divide the class into small groups and practice using the hoops as jump ropes. When some of the children have mastered jumping the hoop, have them practice jumping on one foot or turning the hoop backward and jumping.

Wednesday

1. "Hoop Tunnel"
Carpet squares for each child and four hoops for every five children are needed for this activity.

Arrange the carpet squares in groups of five. The five carpets should be arranged in a straight line with space of two feet between carpets. Divide the class into groups of five. Each group forms a line by standing on the carpet squares. Give a hoop to everyone except the child at the end of each line. Direct the children to hold the hoops in their right hand with the bottom of the hoops resting on the floor. The hoops should be in a straight line to the right of the carpets.

The children will be asked to move through the "hoop tunnel" without touching any of the hoops. Various patterns of movement can be used.

The child at the end of the line moves through first. When he has passed through all the hoops, each child moves from the carpet square

he is on to the carpet square behind him. Each child passes his hoop to the child on the carpet square in front of him. If the correct rotation has been made after the first person has passed through the tunnel, the child who began at the end of the line without a hoop should be standing in front of the line with a hoop. The child who was holding a hoop on the fourth carpet square should be standing on the last carpet without a hoop. This pattern is repeated until all the children have had an opportunity to move through the "hoop tunnel." Moving through the hoops is a fun way to help the child develop spatial orientation.

a. Can you move through the hoop tunnel on your hands and feet?

b. Can you do the "crab walk" through the tunnel? Remember, don't touch any of the hoops.

2. Give each child a hoop and do these hoop activities:

a. Can you use your hoop like a jump rope?

b. Can you balance the hoop on the floor, let go, turn yourself around, and catch the hoop before it falls?

c. Stand inside your hoop on one leg. Can you hop from inside to outside? Ask the children to tell you what they are doing. For example, "I am jumping from outside my hoop to inside."

d. Pretend your hoop is the steering wheel of a truck. Show me how you use your steering wheel.

e. Can you bounce the hoop on the floor and catch it?

Thursday

1. RECORD "Learning Basic Skills Through Music" Vol. 2 (Selection Partners)

Arrange the class so that each child has a partner. One of the partners will move and the other partner will stand still. The partner who stands still must stay in one place but he should use his upper body to create rhythmic movement with the music. The moving partner will move according to the directions of the narrator. The partners should change roles and play the game again.

2. Hoop fun with partners

a. One partner holds the hoop above the floor. Can you jump over the hoop to get inside the circle? Can you jump out of the circle? Repeat. Can you stand on one foot and jump over the hoop to get inside the circle? Can you use the other leg to jump out of the circle? You hold the hoop and let your partner jump.

b. Lay on your backs with the hoop between you and your partner. Can you and your partner make a bridge over the hoop by putting the bottoms of your feet together? Can you keep the bridge up while I count to ten? Can you do the bicycle exercise?

c. You and your partner stand "back to back". Put the hoop above your heads. Glue your hands to the hoop. Can you bring the hoop down below your knees and step over the hoop to get outside? Remember, your hands are glued to the hoop. Don't move them.

d. One partner hold the top of the hoop above your waist. The bottom of the hoop should be a few inches above the floor. Can your partner walk through the hoop without touching? Can he hop through the hoop? You hold the hoop and let your partner go through.

e. Can you roll the hoop to your partner? Did the hoop fall? Can you roll it back and forth several times and not let the hoop fall?

3. Divide the class into small groups and practice jumping the hoops.

Friday

1. Hoop jumping skills test

   To avoid distractions and to make the results more valid, use only one hoop. Each child receives two opportunities to jump the hoop. Record the highest number of jumps for each child.

2. If there is time remaining, pass out the hoops and let the children have a free play period with the hoops.

FIFTH WEEK - EQUIPMENT

Colored construction paper - add pieces of pink, orange, purple, black, brown and white.

RECORDS:

"Learning Basic Skills Through Music, Vol. 1"
"Movin' Jamacian Holiday for Skip Stoop"

NOTES:

Fifth Week

Monday

1. Animal Walks

   a. Duck Walk. Direct the students to squat down, raise their elbows outward, and walk forward. Can the ducks quack? Can they fly for a short distance?

   b. Bear Walk. Ask the children to walk on their hands and feet. They should move the arm and leg on the same side of their body at the same time. (Left arm and left leg then right arm and right leg.) They should walk slowly and keep their arms and legs as straight as possible.

   c. Crab Walk. Instruct the children to walk on their hands and feet with their body facing upward. (Stomach up.)

   d. Kangaroo Hop. Direct the students to assume a squat position, with their arms folded across their chests. They should spring from the floor as high as possible and as far forward as possible, landing in the squat position with arms folded.

2. Skipping

   Skipping is a rhythmic step-hop movement pattern with a change in lead foot following each step. Go through the following questions to help the children learn the skipping pattern.

   a. Can you hop lightly on one foot and then the other without moving forward?

   b. Can you hop lightly on one foot, and then the other, and move slowly forward?

3. Divide into small groups and practice skipping.

   Some children will pick up the skipping pattern quickly, others will need to go through the correct pattern slowly several times. You can help them by making sure they follow the correct sequence.

   a. Step with your right foot.

   b. Lift your left foot in the air.

   c. Hop once on your right foot.

d. Keep your left foot on the floor.

e. Lift your right foot in the air.

f. Hop once on your left foot.

g. Repeat the pattern.

Tuesday

1. Movement imitation

Direct the students to find a place to stand. They must have room to spread their arms and legs. They also must be in a position that enables them to see the instructor. Instruct the class to watch you and to move their arms and legs as you move yours.

Demonstrate the following patterns. Do not talk. The children are to copy what they see.

a. Stand erect, arms at sides and feet together. Extend your right arm. Hold the position for five seconds and then return to the original position.

b. Extend your right leg.

c. Extend your right arm and right leg.

d. Extend your left arm.

e. Extend your left leg.

f. Extend your left arm and left leg.

g. Extend your right arm and left leg.

h. Extend your left arm and right leg.

Imitating simple arm and leg movements demonstrates control of body limbs and the ability to translate a visual pattern into a motor pattern.

For variation, you can have the child watch your movement, and then close his eyes and imitate the movement from memory.

2. Divide into small groups and practice skipping.

Wednesday

1. RECORD "Learning Basic Skills Through Music" Vol. 1 (Selection Parade of Colors)

2. Divide into small groups and practice skipping.

Thursday

1. Divide the class into small groups and practice skipping.

2. Skip Stoop
When the music begins the children begin to skip around the room. When the music stops the children stoop to the floor and build a bridge with their hands and feet. The children resume skipping when the music begins again.

Make sure the children are following the skipping pattern correctly. If you notice children having trouble, let one of the aides work with that child individually. Caution the children not to touch anyone or anything as they skip.

Friday

1. Skipping skills test

Each child is asked to skip for fifteen seconds. Only one child skips at a time. To pass the skills test the child must be able to skip quickly and smoothly.

Eighty-five percent could pass the skills test.

2. If time remains play skip stoop.

SIXTH WEEK - EQUIPMENT

Body Puzzles - patterns and suggestions are in Monday's lesson.
Bean Bags
Alphabet Cards
Parachute
Small ball to bounce on the parachute

RECORDS:

"Learning Basic Skills Through Music Vol. 1"
"Sensorimotor Training in the Class Room"

NOTES:

Sixth Week

Monday

1. "Body Puzzles"

Body awareness is crucial to a child's understanding of his movement potential. In body puzzle activities, the child's body image is strengthened by requiring the body to assume various positions. A visual description of the correct position is on the puzzle card. The card should be at least 9 x 11 and make the puzzle cover most of the card. The child must look at the visual description and then solve the puzzle by moving his body accordingly.

Body puzzles 1-10

1. Both feet

2. Right foot

3. Left foot

4. Both feet and both hands

5. Both hands and right foot

6. Right hand and both feet

7. Both feet crossed

8. Bottom

9. Left hand and right foot

10. Right hand and left foot

In the body puzzle activities, red is used to represent right and green to represent left. When all the students have solved the puzzle, ask them to stay in the required position while you count to ten.

2. Quiet game

Young children frequently need a period of relaxation. To make this time "fun" as well as a time of learning, many activities of a quiet nature can be used. Quiet games can become an important part of the perceptual-motor program as they help children become more aware of their body and it's movements. Moving creatively to songs and poems are truly "fun" for children. They also offer experiences which are building blocks to motor-skill development.

The Little Turtle

There was a little turtle. (cup one hand)
He lived in a box. (make square with fingers)
He swam in a puddle. (a swimming motion)
He climbed on the rocks. (climbing motion)

He snapped at a mosquito. (snap fingers in air)
He snapped at a flea. (snap fingers in air)
He snapped at a minnow. (snap fingers in air at lower level)
And he snapped at me. (snap fingers below your chin)

He caught the mosquito. (catch with hand)
He caught the flea. (catch with hand)
He caught the minnow. (catch with hand at lower level)
But he didn't catch me! (point thumb at chest)

Encourage the children to learn the words and say them with you as they do the actions.

3. Divide into small groups and practice bean bag activities.

Children can explore space by throwing objects into space. Bean bag activities provide hand-eye coordination practice and give the students experience in making space judgements.

Provide each child with one bean bag. Go through these bean bag questions.

a. Can you toss your bean bag in the air and catch it?

b. Can you toss the bean bag in the air with one hand and catch it with the other hand?

c. Place the bean bag on top of your foot. Can you use your leg to throw the bean bag from your foot to your hand?

d. Place the bean bag between your feet. Can you jump up and down and keep the bean bag between your feet?

e. Close your eyes. Can you toss the bean bag in the air and catch it with your eyes closed?

Tuesday

1. RECORD "Learning Basic Skills Through Music" Vol. 1 (Selection Marching Around the Alphabet)

This game will help the child learn to recognize letters of the alphabet. The teacher will need to make a set of alphabet cards.

The letters of the alphabet are placed on the floor in a circle. The children stand around the outside of the circle, and the teacher stands inside the circle.

The children march around the alphabet until the whistle blows. They bend down and pick up a letter that is near their toes. During the instrumental music, the teacher points to each child who in turn identifies the letter he holds. Then they put their letter back on the floor and begin marching again. Basic directions are given in the lyrics of the song. When the children become more familiar with the letters, you can ask them to tell you a word that begins with the letter they hold.

2. Divide into small groups for bean bag activities with partners.

Organize your groups and go through the following questions:

a. Using an underarm throw, can you and your partner throw and catch the bean bag?

b. Using an overarm throw, can you and your partner throw and catch the bean bag?

c. Stand back to back with your partner. Can you keep the bean bag moving quickly as you play over and under? One child passes the bean bag over his head to his partner and his partner hands it back by going through the legs.

d. One partner builds a bridge. Can your partner keep the bean bag on his back as he crawls under the bridge?

e. Can you and your partner play catch with two bean bags?

Wednesday

1. "Turk Stand"

Sit on the floor with your legs crossed and your arms folded at chest level. Can you keep your arms and legs crossed and stand up? No body part can touch the floor except your feet and seat.

2. "Heel Click"

Stand with your feet shoulder width apart. Can you spring in the air, click your heels together, and land with your feet apart?

3. "Thread the Needle"

Clasp your hands in front of your body. Can you step through your arms with your right foot? Can you step through with your left foot? Can you return to the starting position by stepping backward through your arms?

4. Divide into small groups for bean bag activities

Give each child a bean bag. Go through the following questions:

a. Can you do the duck walk with the bean bag on your head?

b. Lay on the floor? Can you put the bean bag between your feet and toss it from your feet to your hands?

c. Hold the bean bag at eye level. Can you drop the bean bag and catch it with the same hand before it hits the floor?

d. Throw the bean bag in the air; Can you jump and catch the bean bag before you land on the floor?

e. Can you do something different with your bean bag?

Thursday

1. Quiet game

Arrange the class in a circle formation. Talk about "Jack Frost"so that the children understand it's meaning. The following game provides the children with an opportunity to touch and identify body parts.

Jack Frost

Teacher: "I saw Jack Frost today!"
Children: "What did he do?"
Teacher: "He bit my nose!"
Children: "Oo, Oo, Oo!"

With the last line all the children rub their noses. Statements and questions are repeated with a variety of answers, such as, "He bit my ankles;" or "He bit my elbow." Children always rub the body part indicated.

2. RECORD "Sensorimotor Training in the Classroom" (Selection Physical Fitness)

3. Divide the class into groups of three and practice bean bag activities.

   Provide one hoop and one bean bag for each group. Go through the following bean bag activities.

   a. One member of the group stands between the other two and holds the hoop while his partners play catch. They should be directed to throw underhand and attempt to throw the bean bag through the hoop. Rotate positions so that each group member gets to hold the hoop.

   b. Repeat the activity with the throwers using an overhand throw and sitting on the floor.

4. RECORD "Learning Basic Skills Through Music" Vol. 1 (Selection Parade of Colors)

Friday

1. RECORD "Sensorimotor Training in the Classroom" (Selection Basic Movement)

2. Parachute play

   The parachute is an exciting motivation for movement. An entire class can be continuously and vigorously involved in parachute play and all students, regardless of skill and strength, can participate successfully. The class can watch the parachute change it's shape and size as they ride carts under or throw balls over the inflated canopy. It's fun to bounce balls on the parachute or to build a tent with enough space for the entire class.

   Place the bundled parachute in the center of the room. Arrange the class in circle formation around the parachute. Give a brief explanation of parachutes. Show pictures of parachutes being used. Explain that the part of the parachute that you have is called the canopy. The canopy must be made of light weight material and this material can be easily torn, therefore, it must be handled with care. The children should be instructed to grasp the parachute only on the seam. Unfold the parachute and let each child grasp the parachute. Play through the following parachute games.

   a. "Ball Bounce"
      Place a light weight ball on the parachute. Ask the children to move the parachute to make the ball bounce.

b. "Build a Mountain"
On the leaders signal the children lift their arms to force the parachute up. As the parachute reaches it's maximum height, they pull the edge to the floor and sit with their knees on the seam. Now, they are looking at a mountain!

c. "Build a Tent"
On the leaders signal the children force the parachute up. While the parachute is inflated, they take two steps in and under the canopy. Then pull the seam down and sit on it. Now, they are inside a large tent! This is a good activity for relaxation.

d. "Partner Change"
The leader designates two people to change places when the parachute is inflated. A variety of basic movement can be performed in this activity. Partners are asked to change places by moving in a particular movement pattern. For example, they can change by skipping, running, crawling, walking, or hopping. Animal walks can be used as the movement patterns. Other equipment can be used for the partner change. Students can change places riding a cart, dribbling a ball, or jumping a rope as they pass under the inflated canopy.

e. "Make a Mushroom"
On the leaders signal the children force the parachute up. While the parachute is up, they take six steps in and then six steps out.

f. "Tent Games"
Build another tent. While inside the tent play these games:
1. RECORD "Sensorimotor Training in The Classroom" (Selection Visual Training .)

2. Space movement. Ask the children to practice good space movement as they leave the tent to go back to their classroom. Challenge them not to touch anything or anyone from the time they leave the tent until they are sitting in their chairs.

SEVENTH WEEK - EQUIPMENT

Balls -- one for each child if they are available
Carpet Squares
Long Rope with a ball attached (tether ball). If a ball of this kind is not available you may tie numerous knots in the end of a long rope and get a similar action from the rope.

RECORDS:

"Carpet Twist"
"Learning Basic Skills Through Music Vol. 1"
"Sensorimotor Training in the Classroom"

NOTES:

Seventh Week

Monday

Ball handling activities are used to develop spatial awareness and eye-hand coordination. In introductory ball handling activities, basic skills are practiced individually.

For these activities you will need a record with instrumental music and a carpet square and ball for each child. The only requirement of the balls is that they bounce. Volleyballs, basketballs, and playground balls can be used.

1. "Turk Stand"
   Scatter the carpet squares on the floor. Make sure their is one carpet for each child. Direct the children to sit on their carpet. Review the directions for the "turk stand." Inform the children that you want them to practice the "turk stand" while you pass out the balls. When a child receives a ball, he should hold the ball above his head as he attempts the "turk stand."

2. Ball handling activities
   For the following ball handling activities, the class should be directed to begin when the music begins and to stop when the music stops.

   a. Stand on top of your carpet. Can you toss the ball into the air and catch it?

   b. Stand behind your carpet. Can you drop the ball on top of the carpet and catch it? What you have just done is called a bounce. When you bounce the ball, you drop it and catch it.

   c. Stand so the carpet is between your legs. Close your eyes. Can you toss the ball into the air and catch it?

   d. Kneel on your carpet square. Can you bounce the ball on the floor and catch it?

3. Identification of body parts.

   Identification of body parts can be practiced with balls. Direct the children to keep their eyes closed as you ask them the following questions.

   a. Can you hold the ball between your elbows?

   b. Can you touch the ball to the floor in front of you?

   c. Can you hold the ball above your head?

d. Can you keep your legs straight and touch the ball to the floor?

e. Can you hold the ball with your wrists?

f. Can you touch the ball to your knees?

g. Can you touch the ball to each shoulder?

h. Can you hold the ball so that it touches your waist? Can you bend forward over the ball?

i. Can you put the ball between your ankles?

j. Hold the ball above your head. Can you keep the ball above your head as you jump high six times?

4. Returning the balls

To avoid confusion and collisions, the children review various movement skills as they put the balls away in an orderly manner.

a. If you are standing on a red carpet, skip over to the ball rack and put your ball away.

b. If you are standing on a green carpet, hop on one foot to the ball rack and put your ball away.

c. If you are standing on a gold carpet, put your ball behind your back and hop on both feet to the ball rack and put your ball away.

5. "Carpet Twist"
Instruct the children to turn their carpets over so that the "pretty" side is down. Stand on top of your carpet. Don't move your feet. Can you make your carpet move forward? Backward? Can you make your carpet move in a circle? Stand on one foot. Now can you make your carpet move? Can you move to music? Remember to keep your feet on the carpet. Begin when the music begins and stop when it stops.

Tuesday

1. "Bridges"
Scatter the carpet squares on the floor. Ask the children to make a bridge over their carpet square. Remind them to make a high bridge, because you are going to place their ball on the carpet square below their bridge. Can you use your muscles to keep your bridges up until all the balls are passed out?

2. Ball handling activities

   a. Stand on top of your carpet. Can you toss the ball in the air and catch it?

   b. Stand behind your carpet. Do you remember how to bounce the ball, Remember when you bounce the ball, you drop it and catch it? Can you bounce the ball on top of your carpet?

   c. Stand so the carpet is between your legs. Close your eyes. Can you toss the ball in the air and catch it?

   d. When you push the ball to the floor with the palms of your hands it is called a "dribble." When you dribble the ball you don't catch it. Use both hands. Can you dribble the ball on top of your carpet?

   e. Can you toss the ball in the air, clap your hands, and catch the ball?

3. Returning the balls

   a. If you are standing on a red carpet, hold the ball to the floor in front of you. Can you keep the ball touching the floor as you walk over and put your ball away?

   b. If you are standing on a green carpet, hold the ball high above your head. Can you hop on your right foot to the ball rack and put your ball away?

   c. If you are standing on a gold carpet, can you hold the ball between your wrist and hop on your left foot to the ball rack?

4. "Carpet Twist"

5. Sit ups and "Mirror Images"

Wednesday

1. Basic ball handling
   Repeat the ball activities used on Monday

2. Identification of body parts

   a. Can you hold the ball with your fingertips?

   b. Can you hold the ball so that the bottom of the ball touches your knees and the top of the ball touches your elbows?

   c. Can you hold the ball between your elbows?

d. Can you hold the ball high above your head? Can you move the ball down so that it is behind your back?

e. Can you hold the ball between your wrists?

3. Returning the balls
Creative movement activities can also be used as a method of returning the balls to the rack or the box.

a. If you are on a red carpet, pretend that you are very old. You need to use a cane to help you move. Can you walk like you are very old as you put your ball away?

b. If ycu are on a gold carpet you are very mad. Your best friend just punched you in the nose. Can you walk like you are mad as you put your ball away?

c. If you are on a blue carpet, pretend that you are walking barefoot across a rough gravel road on a hot day. Can you show us how you would walk across the hot, rough, gravel?

d. If you are on a green carpet, you are carrying a one hundred pound cannonball. It is very heavy. Can you show us how you would walk carrying the heavy ball?

4. "Bridges"
In this creative approach to strengthen development, the child will use his body to form and hold the position asked for. All bridges should be held for five seconds or more.

Ask the children to build the bridges over their carpet squares.

a. Can you build a bridge using your hands and feet to support your body?

b. Can you make a high bridge?

c. Can you make a bridge using one hand and one foot to support your body?

d. Can you make a low bridge?

e. Can you make a bridge using your elbows and knees to support your body?

f. Can you make a bridge using fingertips and toes to support your body?

g. Can you make a bridge using only your hands to support your body?

h. Lay on your back. Can you keep your back toward the floor and make a bridge using your hands and feet to support your body? This is the "crab walk" position. Can you move around the room in this position?

Thursday

1. Repeat basic ball handling skills used on Tuesday.

2. Returning the balls
Animal walk movement can also be used as a method of returning the balls.

   a. If you are on a red carpet, hold the ball in your front paws and do the rabbit hop. (reach out with your arms; jump your feet to your hands; repeat)

   b. If you are on a gold carpet, hold the ball in your front feet (hands) and do the kangaroo hop. (squat; spring from the floor as high and far as possible; repeat)

   c. If you are on a gold carpet, hold the ball in your wing and do the duck walk. (squat down; hold the ball between your elbows; walk)

3. "Carpet Twist"

4. Marching
Arrange the carpet squares in four lines. There should be a space of about two feet between carpets. Inform the class that they are going to pretend that they are a marching band. You will want to tell the children which instrument each is playing. Direct them to march in place on top of their carpets when the march music begins. Remind them to play their instruments. When the music stops they stop marching. When the music begins again, they are free to march wherever they want, as long as, they don't bump into any other band members. When the music stops, they must stop marching and walk back to the carpet square that they started from. Stress that they must not bump into any other band members on the return to their starting place.

Friday

1. RECORD "Learning Basic Skills Through Music" Vol. 1 (Selection Parade of Colors)

2. "Circle Jump Rope"
Divide the class into small groups. Each group must have a long rope with a ball attached to one end. The group leader directs his group to form a circle around him. The students stay back outside the path of the ball as the group leader begins to swing the rope in a circular motion. The rope should not get over eight inches above the floor. When the rope is moving at a constant speed, the students should be asked to stay back and practice jumping when the rope passes close to them. When it appears that the jumpers have the correct timing, the group leader should ask them to move in and jump over the rope. If a student is having difficulty jumping the rope, he should be asked to move back outside the path of the rope and practice timing his jump with the movement of the rope.

3. RECORD "Sensorimotor Training In The Classroom" (Selection- Small Muscle "Spider Legs" and "Snapping Fingers" and Listening Skills "Sticks and Drums.")

No materials are needed for these movement activities. In "Spider Legs", the children are asked to pretend that their fingers are spider legs. The spider legs are asked to move according to the directions given. "Snapping Fingers" involves snapping the fingers to music. In "Sticks and Drums", the children respond to sounds of sticks and drums. When they hear the sticks they shake their shoulders. When they hear the drum, they hit their legs.

EIGHTH WEEK - EQUIPMENT

Blocks - They may be made out of milk cartons, the directions are in the Monday plan.
Parachute

RECORDS:
"Learning Basic Skills Through Music Vol. 1"
"Sensorimotor Training in the Classroom"

NOTES:

Eighth Week

Monday

1. Basic movement with blocks
   The blocks are made from milk cartons. A variety of sizes are available. Half gallon cartons make a nice size block. Two cartons are needed to make one block. Cut the tops off of the cartons. Insert one carton into another of the same size. The double thickness will make a more sturdy block and both ends of the block will be closed. A brick design of contact paper is used to cover the blocks. Cut the contact paper the length of the block and cover all four of the long sides. It is not necessary to cover the ends of the blocks. It is suggested you have one block for each child.

   There are many ways that the blocks can be used. Go through the following questions in basic movement activities. Arr nge the blocks on the floor and direct each student to stand by a block.

   a. Can you stand behind your block?

   b. Can you stand in front of your block?

   c. Can you build a bridge over your block?

   d. Can you stand so the block is to the right of you?

   e. Stand behind your block with your feet together. Can you keep your feet together and jump forward over your block?

   f. Can you hold the block above your head?

   g. Can you take five high jumps with the block held above your head?

   h. Can you hold the block below your knees?

   i. Can you place the block on the floor behind you?

   j. Can you hop around the block on one foot?

   k. Can you stand on one leg and hop forward and backward over the block?

   l. Can you skip slowly around the block?

   m. Can you stand so the block is between your legs?

   n. Can you hold the block between your wrists? Your elbows?

2. Divide into small groups for jumping activities with the blocks. Use the blocks to make a wall two blocks high. Ask the children to attempt to jump the wall. After every child has had an opportunity to jump two blocks, make the wall higher by putting a third layer on top of the second. Continue to increase the height of the wall one layer at a time. After each child has had an opportunity to jump to his maximum height, put the wall at a lower but challenging height and let the children continue jumping.

3. RECORD "Learning Basic Skills Through Music" Vol. 1 (Selection Marching Around The Alphabet

Tuesday

1. "Partner Touch"
In this game the children are asked to stand with a partner joining specific body parts. Each time the instructor names a different body part, the children must move to find a new partner. The child and his partner stand with the body parts specified touching. For example, if the teacher instructs them to stand "knee to knee"; the partners must stand with their knees together.

Can you and your partner stand:

a. toe to toe?

b. shoulder to shoulder?

c. wrist to wrist?

d. ankle to ankle?

e. elbow to elbow?

f. knee to knee?

g. heel to heel?

h. back to back?

i. right hand to right hand?

j. knuckles to knuckles?

k. the bottom of your feet to the bottom of your partner's feet?

l. left foot to left foot?

2. Jumping activities with blocks
Divide into small groups and practice jumping the blocks in the manner introduced on Monday. After the children have jumped over the wall of blocks, place three blocks side by side and ask the children to run and jump over the blocks. Instead of jumping for vertical height they must jump for distance. Mark the spot where each child first touches the floor following his jump. Show them the spot and ask them if they can jump past the mark on their next attempt.

3. RECORD "Sensorimotor Training In The Classroom" (Selection Physical Fitness)

Wednesday

1. Space movement
Before the questions on space movement are asked, the child must have time to find his own "personal space." Instruct the children to sit down after they have found a spot where they are not close to anyone or anything. Explain to the class that everything takes up space and that you can move freely in your personal space only as long as you avoid the space of other people and other things. Demonstrate what happens when you walk into a table and what happens when you walk into another person.

Through the following space movement activities, the child will demonstrate an understanding of the relationship between himself and objects in his spatial environment.

a. Can you reach to the top of your personal space?

b. Can you make your space very wide?

c. Can you bring the parts of your body close together so that you take up less space?

d. Can you touch the bottom of your space?

2. Locomotor movement in space
Ask your children to move without interfering with anything or anyone else's space. Explain to them that they can begin moving when the music begins and that they must stop when the music stops.

a. Can you walk among your classmates without touching the space of anything or anyone else?

b. Can you hop among your classmates and stay in your own space?

c. Can you skip among your classmates and stay in your own space?

d. Can you march among your classmates and stay in your own space?

e. Can you crawl like a bear among your classmates and stay in your own personal space?

f. Can you run among your classmates and stay in your own space?

3. Jumping with partners
Divide the class into small groups. The children will jump the wall with a partner. The child must hold onto his partner's hand as they both run in and jump over the wall. Begin with two layers of blocks and progress upward. Change partners as often as possible.

4. Rocking chair exercise

Thursday

1. "Skip Stoop"

2. "Mirror Images" and sit ups

3. Running and jumping
Use the blocks to make four hurdles. Organize the class in a circle formation. Explain to the children that they must stay in their own space (they can't touch anyone or anything else) and stay behind the person ahead of them. Inform them that they are to run around the circle and when they come to one of the hurdles they must jump over it. Everyone has to run at the same speed. No one can touch anyone else or pass anyone else.

4. Bicycle exercise

Friday

1. The change game using four motor activities

2. Parachute activities

NINETH WEEK - EQUIPMENT

Long Ropes
Short Ropes
Body Puzzles

RECORDS:
"Getting To Know Myself
"Movin'"

NOTES:

Monday

When children have learned to jump the long rope successfully, they have mastered and coordinated a simple eye and leg movement pattern. By watching the rope and jumping at the correct time, they have become successful jumpers.

After children have learned to jump the long rope, they are ready to begin working with short individual ropes. Jumping the individual rope successfully requires a more difficult coordinated eye, leg and arm movement pattern.

It is often a difficult adjustment to coordinate the arm and leg movements. Many children stop their arm movement when their leg movement begins.

Hours of practice and feedback analysis are often required before they learn to jump the rope without stopping after each jump. Jumping the short rope successfully is a good indicator of arm, eye, and leg coordination which is an important area of motor development.

You will need to do some careful planning when you divide the class into small groups for rope jumping activities. Various levels of ability will be apparent. Keep in mind the motor ability of each child when dividing the class. Activities should be planned according to the abilities of each group. In the 73-74 school year, we had the following skill levels and used the following activities.

1. Four children who could not jump the long rope.
   These children practiced jumping the long rope.

2. Five children who could jump the long rope, but could not turn the short rope and jump.

   These children worked on activities planned to help them learn to coordinate their arm and leg action. 1) They practiced moving their arms in the turning motion while they jumped the long rope. 2) They used hoops as jump ropes. 3) They worked with plastic whiffle balls tied to two foot pieces of string. They held a string with whiffle ball attached in each hand. The children were asked to make the balls move in circles by moving their arms. They were asked if they could keep the balls moving in the circular motion and jump on the command of the group leader.

3. Six children who could jump the rope one time.

   These children had a common problem. When their leg action began (the jumping), their arm action (the turning) stopped. After one successful jump, the rope stopped moving and they had to begin over again. These children had to work on activities that would help them

learn to keep their arms moving as they jumped. a) These children worked with the plastic whiffle balls attached to string. b) They jumped in front of a mirror. c) They were videotaped as they jumped and were given an opportunity to watch themselves on the replay. d) They worked with two short ropes. The child having difficulty would stand in between two other people. He held the end of one short rope in his right hand and the end of the other short rope in his left. The other ends of the short ropes were held by the people helping. The child was asked to turn his arms to get the ropes moving. The two people holding the other ends of the ropes helped turn. After the child got the ropes moving, he was directed to jump on the group leader's command.

4. Four children who could jump the short rope three to nine times without stopping between jumps.

   These children were beginning to learn the hand-eye-foot coordination pattern. They needed more practice to develop the skill. These children were given a lot of encouragement as they practiced jumping the short rope.

5. Six children who could jump the short rope ten or more times.

   This group had mastered the jumping pattern and were ready to work on various rope jumping activities. They were asked:

   Can you jump on your right foot?
   Can you jump on your left foot?
   Can you turn the rope backward and jump?
   Can you turn the rope backward and jump on your right foot?
   Can you turn the rope backward and jump on your left foot?

   Rope jumping is a vigorous activity. When the children begin to tire you can plan less strenuous activities with the ropes.

   Creative movement using ropes as props is only limited by the imagination of the group leader and his students. The following activity is an example.

   Use your rope to make a circle. Sit down inside your circle. Pretend that you are sitting in a boat that is located in the center of a large lake. It is very hot. Can you show me how hot you are? You don't mind the heat because you are fishing. Have you caught any fish? Don't forget to put a worm on your hook. What are you doing with the fish you have caught? Oh! Look at those big black clouds heading this way. You were so busy fishing you didn't see them. Now you are really going to have to row fast. It's starting to rain. You better stop rowing and put your rain coat on. The wind is blowing hard. Row faster! You made it!

Another relaxing activity is making shapes with the jump ropes.

a. Can you use your rope to make the first letter of your name?

b. Can you use your rope to make the number six? Stand at the bottom of the six.

c. Can you use your rope to make a square? Can you skip around the square?

Monday

1. Body puzzles
   Review body puzzles 1-10.

2. Rope jumping
   Divide into small groups for rope jumping activities.

Tuesday

1. Skipping
   Direct the students to begin skipping when the music begins and to build a bridge when the music stops. Remind the children about the rules of space movement. Stress that they can't touch anyone or anything else as they skip.

   a. Can you stay in your own space and skip with your hands held high?

   b. Can you hold your hands low while you skip?

   c. Can you hold your hands behind you as you skip?

   d. Can you hold your hands in front of you as you skip?

2. Rope jumping

Wednesday

1. RECORD "Getting to Know Myself" (Selections - Touch and Shake)

2. Rope jumping

Thursday

1. Review of stunts

   a. "Heel Click"

b. "Turk Stand"

c. "Thread the Needle"

2. Rope jumping

Friday

1. Review of animal walks

a. Rabbit hop

b. Lame dog with tricks

c. Inchworm

d. Bug on his back

e. Bear walk

2. Rope jumping

Make a written summary of each child's progress.

TENTH WEEK - EQUIPMENT

Carpet Squares
Balls
Hoops

RECORDS:
"Carpet Twist"
"Movin'"

NOTES:

Tenth Week

Monday

1. "Over and Under"
   A carpet square for each child and one ball for each group of five students is needed for this activity.

   Arrange the carpet squares in groups of five. The five carpets should be arranged in a straight line with a space of two feet between each carpet.

   Divide the class into groups of five. Instruct each group to form a line by standing on the carpet squares. Give a ball to the first person in each line.

   The first child in line hands the ball to the person behind him by going "over" -- handing the ball over his head. The second child in line gives the ball to the person behind him by going "under"-- handing it between his legs. The "over" and "under" pattern is repeated until the ball reaches the end of the line. When the ball reaches the end of the line, everyone in the line makes a half turn and then the ball is moved in the opposite direction.

   The "over" and "under" game can help the children understand the meaning of the words "over" and "under". These words may be verbalized as the children move the ball. This game also helps the child develop spatial awareness.

2. "Skip Stoop"

3. Running in and jumping the long rope
   "Running in" requires the child to coordinate the movement of the rope with his movement. The children should be instructed to stand as close to the rope as possible and to run in quickly when the rope hits the floor.

   Divide into small groups and practice "running in."

Tuesday

1. "Hoop Tunnel"
   Carpet squares for each child and four hoops for every five children are needed for this activity.

   Arrange the carpet squares in groups of five. The five carpets should be arranged in a straight line with space of two feet between carpets.

Divide the class into groups of five. Each group forms a line by standing on the carpet squares. Give a hoop to everyone except the child at the end of each line. Direct the children to hold the hoops in their right hand with the bottom of the hoops resting on the floor. The hoops should be in a straight line to the right of the carpets.

The children will be asked to move through the "hoop tunnel" without touching any of the hoops. Various patterns of movement can be used.

The child at the end of the line moves through first. When he has passed through all the hoops, each child moves from the carpet square he is on to the carpet square behind him. Each child passes his hoop to the child on the carpet square in front of him. If the correct rotation has been made after the first person has passed through the tunnel, the child who began at the end of the line without a hoop should be standing in front of the line with a hoop. The child who was holding a hoop on the fourth carpet square should be standing on the last carpet without a hoop. This pattern is repeated until all the children have had an opportunity to move through the "hoop tunnel." Moving through the hoops is a fun way to help the child develop spatial orientation.

a. Can you move through the hoop tunnel on your hands and feet?

b. Can you do the "crab walk" through the tunnel? Remember, don't touch any of the hoops.

2. Give each child a hoop and do these hoop activities:

a. Can you use your hoop like a jump rope?

b. Can you balance the hoop on the floor, let go, turn yourself around, and catch the hoop before it falls?

c. Stand inside your hoop on one leg. Can you hop from inside to outside? Ask the children to tell you what they are doing. For example, "I am jumping from outside my hoop to inside."

d. Pretend your hoop is the steering wheel of a truck. Show me how you use your steering wheel.

e. Can you bounce the hoop on the floor and catch it?

3. Divide the class into small groups and practice running in and jumping the long rope.

Wednesday

1. "Over and Under"

2. "Carpet Twist"

3. Divide into small groups and practice running in and jumping the long rope. When some of the children have learned to run in, let them practice running in with their eyes closed. The children must listen carefully and run in when they hear the rope hit the floor. The child must rely on his auditory perception.

Thursday

1. "Hoop Tunnel"

   a. Can you walk through the hoop tunnel without touching any hoops? Only your feet can touch the floor.

   b. You are a dog with a broken leg. Can you walk through the "hoop tunnel" on three legs? How did you break that leg? Did you get in a dog fight? Did a car run over you? Did you fall on the ice?

2. "Mirror Images" on carpet squares

   Arrange the class so that each child has a partner. This activity is a combination of "mirror images" and the "carpet twist." The partners stand on carpet squares facing each other. The carpets are turned over so the "pretty" side is down. One person is the "mirror" and the other child is "the person looking into the mirror". When the music begins, the child who is the "mirror" copies the movement of the other child. When the music stops, the children change roles and the activity is repeated.

3. Sit ups with partners

4. Hoop jumping with partners

   One child holds the hoop about six inches above the floor. His partner attempts to jump over the hoop to get inside. If he is successful, the hoop is raised to a higher level and he attempts to jump out. After the child has had ample opportunity to jump, he holds the hoop and his partner jumps.

5. Divide into small groups and practice running in and jumping the long rope.

Friday

1. "Over and Under"

2. Skills test on running in and jumping the long rope.
   Use just one rope. Give each child two opportunities to run in and jump five times. Record the results.

3. Divide into small groups and practice running in with partners.

ELEVENTH WEEK - EQUIPMENT

Balls
Carpet Squares
Pictures of Animals
Pictures of Games Played with Balls

RECORDS:

"Getting To Know Myself"
"Movin'"
Record with Looby Lou - this record is not necessary you may sing the song.

NOTES:

Eleventh Week

Monday

1. RECORD "Getting To Know Myself" (Selection Touch)

2. Objectives of ball activities

   Regardless of the activity, children are always eager to accept the challenge presented by a game that is played with a ball. Ball activities provide excellent training in hand-eye coordination. The skill patterns learned may be bilateral, as in a two hand throw or in catching, or may be unilateral as in a one-hand throw or a kick. Far point, near point focus and visual tracking are also involved when playing catch with a ball.

   The ability to control a ball well is an important skill for children to learn. In our culture many youth activities and adult pastimes involve ball handling skills. Those who are poorly skilled in this area tend to avoid such activity. Activities presented in this manual are designed to encourage all children to develop skill in controlling an object and include the following objectives:

   a. to integrate body control with object control

   b. to increase hand-eye coordination

   c. to provide opportunities for visual tracking

   d. to increase spatial awareness

   e. to increase understanding of the mechanical principles involved in the skills.

   Muscular strength, proper sequential timing of movements, and momentum are single factors that influence the ability to throw an object.

   Review the mechanical principles involved in throwing and catching before you begin to work with the children on ball skills. Volleyballs or 8 1/2 inch playground balls work best for teaching the children to throw and catch.

   The mechanical principles or the one arm overhand throw are:

   a. keep eyes on the target;

   b. stand in stride position with leg opposite the throwing arm forward;

   c. rotate the body away from the throw and pull the throwing arm back;

d. step as you throw; step forward with the leg opposite the throwing arm for force, balance, and accuracy;

e. bring throwing arm forward forcibly with the elbow leading.

The mechanical principles involved in catching are:

a. keep your eyes on the ball all the way into your hands;

b. reach out with your arms and fingers, in order, to provide a longer distance to expend the force of the ball;

c. palms of the hands face the ball with fingers pointing up or down;

d. catch the ball in your fingers;

e. use both hands in a coordinated effort to catch;

f. "give in" with the ball as it touches your fingers.

2. "Chase the Animal"

Arrange the carpet squares in circle formation. Direct the children to stand on the carpets. Review the rules for "over and under". Inform the class that today animals are going to be chasing each other over and under. Start a yellow bean bag (cheese), followed by a small ball (rat), followed by a larger ball (cat), followed by a still larger ball (dog). Ask the children if they know what might happen if the rat catches the cheese, or if the cat catches the rat, or if the dog catches the cat. This is a fun activity that gives the children an opportunity to manipulate objects of various sizes.

3. Divide into small groups and practice throwing and catching.

Show the children pictures of various games that are played with balls.

Arrange carpet squares so that each child's carpet is approximately ten feet from the group leader. The group leader will throw the ball to the students and they will throw it back. Work on overhand throws. While you are playing catch teach the children the correct mechanics of throwing and catching.

Students who are having trouble throwing or catching can be placed in the same group. They should be located nearer the group leader.

A nerf ball or bladder ball can be used with children who are afraid to keep their eyes open or who turn their heads when attempting to catch the ball. The bladder ball is just the inside of an old basketball. A nerf ball is a sponge ball. If a child continues to close his eyes, the instructor should stand next to the child and toss him the ball until he learns to keep his eyes on the ball. Then the distance can be gradually increased.

Tuesday

1. Sit ups
2. Hoop fun with partners
3. Divide into small groups and practice overhand throwing and catching.

Wednesday

1. "Chase the Animal"
2. "Skip Stoop"
3. Divide into small groups and practice overhand throwing and catching.

Thursday

1. Hoop jumping
2. RECORD "Folk Song Carnival" (Selection Looby Lu)
3. Divide into small groups and practice throwing and catching

Friday

1. Skills test on overhand throw and catching

   To test the children, mark two parallel lines on the floor with a distance of ten feet between lines. Throw the ball to each child five times. Record the number of times each child can catch the ball before it hits the floor and how many times the child can throw the ball back to the instructor so that he can catch it before it bounces. The instructor must keep one foot stationary while attemping to catch the ball.

2. If time remains, play "Chase the Animal"

TWELFTH WEEK - EQUIPMENT

Balloons
Balance Beams
Wands
Hoops
Parachute
Body Puzzles
Balls
Short Ropes
Carpet Squares

RECORDS:

"Movin'"
"Learning Basic Skills Through Music Vol. 1"
"Looby Lou"
"Sensorimotor Training in the Classroom"

NOTES:

Week Twelve "Activities In Review"

Monday

1. Balloon activities
2. "Skip Stoop"
3. Divide into small groups and practice walking the balance beams

Tuesday

1. RECORD"Learning Basic Skills Through Music" Vol. I (Selection Parade of Colors)
2. Wand activities
3. Rocking chair exercise
4. Divide into small groups and practice hoop jumping

Wednesday

1. RECORD "Learning Basic Skills Through Music" Volume I (Selection Marching Around The Alphabet)
2. Heel click exercise
3. Parachute play

Thursday

1. Basic ball handling activities
2. Identification of body parts with balls
3. Returning the balls
4. "Bridges"

Friday

1. RECORD "Folk Song Carnival" (Selection Looby Lu)
2. RECORD "Sensorimotor Training In The Classroom" (Selection Listening Skills Sticks and Drums)
3. Movement exploration with hoops
4. Divide into small groups and practice jumping the short ropes.

THIRTEENTH WEEK - EQUIPMENT

Trampoline

NOTES:

Thirteenth Week

Monday

1. Exercises - Choose from those at the front of the manual.

2. Discuss the safety rules for trampoline activities.

   How Get on the Trampoline. Move to the side of the trampoline with your back to it. Sit down as far back as possible and slide back to the center of the tramp. Then stand up.

   How to Bounce on the Trampoline. The child should be encouraged to stand in the middle of the trampoline and gently begin to bounce. He should lift his arms, circling inward, upward, and outward always keeping them in front of the body. Correct bouncing technique can be practiced as a group before the children use the correct arm movement. If the arms desend in a manner that puts them behind the vertical plane of the body, the child will tend to wobble backward and forward out of balance. The feet should be shoulder width apart as they contact the bed and together in the air. The child's eyes should focus on the end of the bed. Permitting the child's eyes to "wander" as he jumps can lead to inaccuracy and incoordination in the air.

   How to "Kill" Your Bounce. The child should be taught to "stop" his bounce by quickly bending both knees and lowering his hips when his feet hit the bed.

   Correct Spotting. There will always be at least one instructor or aide at each trampoline. The aide and children stand around the trampoline with their hands above their heads. They must carefully watch the performing student. If the student begins to go off the trampoline on their side, the students should firmly push him back towards the middle of the trampoline.

Tuesday

1. Exercises.

2. Practice Seat Drop.

3. Seat Drop. While at the height of his jump, the child should be asked to hit the bed on his seat, backs of legs, and hands and then attempt

to regain balance to his feet. The feet, as contact is made, are higher than the hips as the body weight of the child depresses the bed under the hips more than under the feet. The feet should be together, knees straight, hands at the sides, palms contacting the bed. The back should be straight when contacting the bed and the eyes straight ahead.

4. Review bouncing.

Wednesday

1. Exercises.

2. Practice knee drop. Knee Drop. While at the height of his jump, the child should bend his legs so that instead of landing on his feet he will land on his knees, lower legs, and top of the feet. The upper body should be in an upright position.

3. Review bounce and seat drop.

Thursday

1. Exercises.

2. Practice knee drop, seat drop, killing the bounce and bouncing.

Friday

1. Exercises.

2. Give each child a skills test on bouncing, stopping the bounce, knee drop and seat drop. Record score.

FOURTEENTH WEEK - EQUIPMENT

Mats

NOTES:

Fourteenth Week

Monday

Demonstrate the forward roll. The head should not touch the mat during the roll. The children should attempt to roll to their feet without using their hands to help themselves up.

The instructor should make sure everyone is starting with the correct form. Allow only one child on the mat at a time.

How to do the forward roll:
1. Squat like a baseball catcher.
2. Tuck head to chest.
3. Place hands on mat below knees
4. Push with feet and roll.

Tuesday

Repeat Monday's activities using auditory sequencing.

Before each child takes his turn, the instructor should give him five directions. The directions should be given only once and the child must listen and then perform. Tuck head to chest, place hands on mat below knees, push with feet and roll.

Wednesday

1. Exercises.

2. Split into groups. Practice the forward roll.

3. Make pyramids using three children. Pyramids are made using the children as building blocks. The children are on their hands and knees. Start with two children side by side on the mat. One child makes the second layer by placing one hand and one knee on the back and shoulder of each of the two children on the mat.

Thursday

Use the same basic skills as for a forward roll and have them do the forward roll over another child that is flat on his stomach on the mat. This is a dive roll. Students that execute this with ease may be

allowed to do the dive roll over two students. To do a dive roll, reach several inches, across the person and proceed as in a regular roll forward.

Friday

Use three mats and divide the class into three groups. Those that need more practice doing the plain forward roll, those that need practice doing pryamids and those that need more work on the dive roll. Let them stay there for the longest period of time then have them rotate to each of the other stations.

FIFTEENTH WEEK - EQUIPMENT

Mats

Pictures depicting forward roll, jumping, skipping, hopping or any movement they could reproduce. You will need these pictures for week 24.

NOTES:

Introduction

This week the class will be involved in activities planned to improve sequential motor memory. In the sequential motor memory activities we will use both auditory and visual stimulus.

In the area of auditory sequential motor memory, have the child listen to a series of directions that require a motor response. The child will be asked to listen, remember, and respond. A question of this type is included in the September Pre-Test. Question sixteen in the area of Body Awareness reads: Touch your toes, nose, ankles, and knees.

Auditory sequential motor memory can be very important to the child in the classroom. Teachers often give a series of directions that must be followed to successfully complete school work. In the area of visual sequential memory, we will show the child visual information which he will be asked to remember and duplicate.

Monday

Auditory sequential motor memory activities using tumbling mats. Have each group line up behind their mat. The instructor will give each of the first children in line a four part direction. The child will then do those four things. Example--Do a forward roll, hop once on your right foot, put your hand on top of your head, and sit down. You may vary the combinations to include the motor skills they need to practice. Use only the tumbling skills they have had.

Tuesday

Use mats again. Line up behind each of the mats. This activity is to help develop visual memory. Hold up three pictures of different skills. Example--forward roll, skip and hop. Hold the pictures up for 10 seconds. Then ask the students to repeat them in that order. Change the order regularly so the students must sequence a different combination each time. If time permits you may add another picture or change the amount of time that you allow them to see the pictures.

Wednesday

Repeat the auditory lesson from Monday. Change the activities or at least change the order in which you used them on Monday. This would be a good time to add the backward roll and a combination of other locomotor skills.

Thursday

Repeat Tuesday's activities from the visual motor memory area. The same pictures may be used and just add one more. Do not exceed three or four. Use the time element as a method of varying the lesson. Five seconds would be a good challenge.

Friday

Combine the visual and auditory activities. Example--Tell them to jump in place three times. Show them one of the rolls, tell them to stand up and bow. Give them a couple of seconds to see the skill that is on the card.

SIXTEENTH WEEK - EQUIPMENT

Mats

NOTES:

Sixteenth Week

Monday

1. Split the class into four groups for practice on tumbling. Have one 4' x 8' mat for each group.

2. Practice the forward roll and dive roll.

3. Teach the backward roll.

   Backward Roll

   1. Squat with your back to the mat.
   2. Give a push and roll onto the back until the shoulders touch. As they touch:
   3. Use hands with palms down and fingers pointed toward the body or the end of the mat to push against the mat. Legs are still tucked to the body.
   4. Push hard to give room for the head to come through.
   5. Continue around to the feet.
   6. Helps:
      a. Keep head forward (chin tucked)
      b. Give a good push.
      c. Stay tucked to keep speed in going around.
      d. To help the child, place one hand under his shoulder to help him lift to get the head through and one hand on his back to help keep speed to turn.

Tuesday

1. Practice the forward roll and backward roll.

2. Teach the forward roll with 1/2 twist.

   Forward Roll with 1/2 Twist

   1. Follow numbers 1-4 on description of a forward roll.
   2. As they go over, cross the legs.
   3. As the toes touch the mat turn to face back toward their starting place.
   4. If they turn the correct direction the legs are side by side, not crossed.

Wednesday

1. Exercises. (Choose from those listed in the front of the manual.)

2. Practice backward roll, 1/2 twist roll and dive rolls.

Thursday

1. Exercises. Same as above on Wednesday.

2. Practice forward, backward, and dive rolls and 1/2 twist roll.

3. Teach Shoulder Roll.
   Shoulder Roll
   1. Stands at end of the mat as for a forward roll
   2. Brings right arm across in front of the body and keep it close (to roll on right shoulder)
   3. Drop to right knee, look to left.
   4. Left hand is placed on the mat to break the fall.
   5. Roll forward on the right shoulder and the body will go some what sideward.
   6. Come to a standing position facing sideward.

Friday

1. Exercises. Same as above on Wednesday.

2. Practice shoulder roll, backward roll and pyramids.

SEVENTEENTH WEEK - EQUIPMENT

Hoops
Balls
Balance Beams
Short Ropes
Bean Bag

RECORDS:

"Movin'" Skip Stoop and a selection for bouncing balls.
"Getting to Know Myself"
"Sensorimotor Training in the Classroom"

NOTES:

Seventeenth Week

Monday

1. Exercises: Toe Touchers
   Jumping Jacks

2. Record: "Movin" Pause
   Have the children skip, slide and gallop. Each time there is a pause the children change their locomotor movement.

3. Record: "Getting to Know Myself" Circle Game (Directions are on the record.)
   Use hoops for these activities.
   a. Can you balance the hoop, on the floor and go through before the hoop falls over?
   b. Can you jump through the hoop as if it were a rope? (Check the turning of the hoop, this rotation process may be a problem.)
   c. Can you roll the hoop forward?
   d. Can you make it come back to you?
   e. What else can you do with the hoop?

Tuesday

1. Record: "Getting to Know Myself" Touch
   "Movin" Activity Skip Stoop to Jamacian Holiday (refer to page 20.)

2. Exercises: Sit-ups
   Jumping Jacks

3. Ball Skills:
   Can you bounce the ball? Give time for practice. Have two lines of students facing each other. Practice a one hand pass or throw with the lines 5 feet apart. Repeat several times until most of the students are proficient. Move the two lines to a distance of ten feet apart. Repeat one hand throw. You may allow the students to try different one hand methods of throwing the ball. If two sizes of balls are available, (small and medium playground balls) give them the opportunity to play with both sizes of balls. After they have experimented throwing the ball with one hand using the other hand for support, have them try a specific one hand throw. You may use a throw you are familiar with or teach the one hand under hand throw described below. It is similar to a softball pitch and can be used with a larger ball.

   Can you hold the ball on your right hand by your side and use the left hand to balance it?

Can you swing your arm back just a short distance?

Try to step back on your right foot as you swing the ball back.

Can you look at your partner?

Try to step forward with your left foot as you bring your right arm forward.

Did it go straight to your partner?

Why did it go in the wrong direction?

Did you bring your arm straight forward?

As you have them try these directions several times and some of them are having difficulty you may need to show them what it looks like. You may show them or if possible use a child that is doing the pass correctly.

Move to five feet apart and practice the chest pass. Have them try the chest pass over a ten foot area.

The Chest pass is one that is commonly used in basketball and the younger student can be more accurate since they use both hands. It will not allow them to throw the ball a long distance, however they can be successful. Distance will come later with the overhand throw.

Pick the ball up with two hands with one on each side of the ball.

Can you bring the ball to your chest?

What happens to your elbows?

Try to step forward on your left foot.

As you step forward push hard with both hands and the arms.

Did the ball go in the direction you were throwing? Did you look at your partner when you threw the ball?

Why did the ball go in the wrong direction?

Use the same approach that was used for observation and instruction with the underhand pass.

4. Musical Balls:
Bounce ball until the music stops and then catch it. When the music starts, throw the ball into the air and catch it. When music stops, hold the ball. When the music starts, dribble the ball. Hold it when the music stops. Continue the series during the whole record. Use any record that has a good steady beat.

Wednesday

1. Exercise: "Sensorimotor" - Physical Fitness

2. Record: "Sensorimotor" - Spiders and Cheers.

3. Balance Beam - Have a picture on the wall for focus.
   a. Can you walk forward and look only at the picture?
   b. Now try to walk backward, eyes on the picture.
   c. Try walking forward with your eyes closed.
   d. Now walk backward with your eyes closed.
   e. This time walk half way across the beam forward and make a full turn to the right, continue across the beam forward. (Repeat the above with a turn to the left.
   f. Can you walk half way across, stoop and touch the beam, stand up & go on across the beam?
   g. Can you get on the beam, swing your leg forward, step on the beam and swing the other leg forward? Continue alternating legs as you walk across the beam. (Goose step)

Thursday

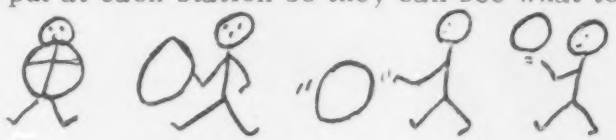
1. Exercises: Any of those exercises described in the front of the manual. Use three or four.

2. Give each child a rope.
   a. Can you make the letter that makes the "a" sound?
   b. Can you make the first letter of your name?
   c. Can you make the first letter of the name of our town?
   d. Can you make a 1 with the rope?
   e. Can you make a 3 with the rope?
   f. Can you make a 5 with the rope?
   g. Can you make a 7 with the rope?
   h. Can you make a 9 with the rope?
   i. Can you jump forward 20 times?
   j. Can you jump backward 10 times?
   k. Can you jump forward on one foot 5 times?
   l. Can you jump forward on the other foot 5 times?
   m. Can you and a partner jump using only one rope ?

Friday

Four stations. Divide the class into four groups and let them stay at each station 5 minutes. Tell the whole class what to do at each station. Then quickly check each time you rotate stations. You might draw pictures to put at each station so they can see what to do. Example:

Station 1:



Station 2:

Station 3:

Station 4:

Station 1

Have enough hoops for 1/4 of the class to have one. Have them jump it, balance it, roll it, throw it in the air and catch it.

Station 2

Have one ball per person. Encourage them to bounce it, catch it, toss it in the air and play catch with someone.

Station 3

Have one bean bag per person. Have them walk and balance it wherever they can on their bodies. See how many different places they can balance the bean bag on their bodies.

Station 4

Have one rope per person. Let them practice on whatever they need work on.

EIGHTEENTH WEEK - EQUIPMENT

Trampoline

Color Cards: red, blue, green, yellow

NOTES;

Eighteenth Week

Monday

1. Go over all the trampoline safety rules. (Week 13)

2. Divide the class into two groups and practice on the two trampolines. Practice knee drops and seat drops. Make sure each child is bouncing correctly and knows how to kill his bounce.

Tuesday

1. Color code the trampoline activities. Use the following code:
   - Red Card - Kill your bounce
   - Green Card Bounce
   - Yellow Card Seat Drop
   - Blue Card Knee Drop

2. Explain the code to the children. They will have to remember the color code. An instructor stands in front of each trampoline and holds the cards.

Wednesday

1. Exercises.

2. Same as Tuesday activities.

Thursday

1. Exercises

2. Same as Tuesday activities

Friday

1. Use only one trampoline. Check these skills.
   a. Killing the bounce
   b. Knee drop
   c. Bouncing
   d. Seat drop

NINETEENTH WEEK - EQUIPMENT

Carts
Hoops
Short Ropes
Carpet Squares
Game Cones
Wands
Parachute

RECORDS:

"Movin'"
"Sensorimotor Training in the Classroom"
"Carpet Twist"

NOTES:

AUDITORY MEMORY

Language arts specialists suggest that auditory and visual sequential motor memory can be improved through practice. The "memory races" are activities designed to help children improve their auditory sequential and motor memory. The "memory race" challenges the children. It is a fun and exciting game that combines practice on motor skills and memory.

In the "memory race," the students listen to a series of directions given by the instructor. The directions describe various patterns of movement and motor skills.

Example:
1. Ride the cart like an alligator to the hoop.
2. Use the hoop like a jump rope and jump five times.
3. Crab walk to the game cone (cone of rubber like those used in highway repairs) or other marker.
4. Skip back to the starting point.

For "memory races" the class should be arranged in line formation. The number of lines depends upon class size. The formation is similar to that used in relay races. After the directions have been explained, the instructor gives the starting command and the first child in each line attempts to follow the directions correctly.

Begin with two or three part directions and increase the number of directions as the children improve. By allowing the children to raise their hand if they spot a mistake, and by using an occasional "repeat", the instructor can keep the entire class involved in the listening and memory process. On a "repeat" the children must follow the same directions that were given to the previous group.

Monday

1. Memory races using three part directions. Line formation: one behind the other with 5 or 6 students in each line.

2. Races
   a. Hop on one foot to the hoop, use the hoop like a jump rope and jump three times, skip back to your carpet.
   b. Crab walk to the hoop, hop around the hoop on one foot, ride the cart back to the carpet.
   c. Ride the cart around the game cone, back to the hoop, crab walk to your carpet.
   d. Hop on one foot to the hoop, ride the cart around the game cone, ride the cart back to the carpet.
   e. Ride the cart around the game cone, jump the hoop six times, crab walk to your carpet.
   f. Hop on one foot to the hoop, skip around the game cone, ride the cart back to your carpet.

g. Ride the cart around the game cone, jump the hoop six times, ride the cart back to your carpet.
h. Ride the cart to the hoop, hop around the hoop on one foot, skip back to your carpet.

3. Skip Stoop: Each time the music stops change movements. (page 20) Use skip, run, walk.

4. Record: "Sensorimotor Training in the Classroom" Use Visual Training section.

Tuesday

1. Memory races using four part directions. Line formation as used on Monday.

2. Review: bear walk, kangaroo hop, stepping over the wand, riding the cart like an alligator.

3. Races:
   a. Ride the cart like an alligator to the hoop, jump the hoop three times, crab walk to the game cone, skip back to your carpet.
   b. Skip to the wand, step over the wand, kangaroo hop around the game cone, ride the cart like an alligator back to your carpet.
   c. Kangaroo hop to the cart, ride the cart around the game cone, step over the wand, bear walk back to your carpet.
   d. Alligator to the hoop, jump the hoop six times, skip around the game cone, alligator back to your carpet.
   e. Crab walk to the hoop, jump the hoop three times, run around the game cone, walk to your carpet.
   f. Ride the cart like an alligator to the hoop, hop around the hoop on one foot, jump the hoop four times, skip back to your carpet.
   h. Kangaroo hop to the cart, ride the cart like an alligator around the game cone, step over the wand, bear walk back to your carpet.

4. Carpet Twist (page 30)

Wednesday

1. Memory Races using five part directions. Single file line or two lines if you have enough space for two people to go through the course.

2. Review: Mule kick, Turk stand.

3. Races:
   a. Skip to the jump rope, jump the rope one time, bear walk around the cone to the wand, step over the wand, ride the cart back to your carpet.

b. Ride the cart to the wand, step over the wand, skip around the game cone, ride the cart back to the carpet, jump on the carpet five times.
c. Run to the game cone, crab walk to the wand, step over the wand, bear walk to the carpet, stand with the carpet between your legs.
d. Ride the cart to the jump rope, jump the rope three times, skip around the game cone to the wand, step over the wand, crab walk to the carpet.
e. Kangaroo hop to the cart, ride the cart around the game cone to the jump rope, jump the rope four times, hop on your right foot to the carpet, do a mule kick.
f. Skip to the cart, ride the cart around the game cone to the wand, step over the wand, crab walk to the carpet, do the Turk stand.
g. Skip to the cart, ride the cart to the game cone, crab walk to the wand, step over the wand, kangaroo hop to the carpet.

4. Sit ups (page VI)

5. Mirror Images (page 6)

Thursday

1. Memory Races using three, four and five part directions. Choose races that the children seemed to enjoy and the activities they need to practice.

2. Parachute play. Refer to Week 12, Wednesday.

Friday

1. Memory Races that use only the four and five part directions. Use the activities that the classes enjoy and need to practice.

2. Over and Under Relay. (Page 46)

TWENTIETH WEEK - EQUIPMENT

Balls
Carpet squares
Numbers for number march
Scooters
Mat

RECORDS

"Carpet Twist"
"Looby Lou " or "Hokey Pokey"
"Learning Basic Skills through Music Vol. 1
"Learning Basic Skills through Music Vol. 2
"Getting to Know Myself"
"Fine Motor Activities"

NOTES:

Twentieth Week

Monday

1. Record: Carpet Twist - refer to page 30 for directions. Use the record.

2. Ball handling activities on the carpet square - refer to page 29

3. Carpet square march. Any good march music may be used.
   Commands:
   a. Can you march in place?
   b. Can you march forward? (Ready March, Stop on Command - Halt)
   c. Turn around.
   d. March back to your carpet squares? Ready - March
   e. Are you on your carpet square?
   f. Can you turn right and march? Ready - March - Halt.
   g. Can you turn left and march? Ready - March - Halt.
   h. Can you march forward? March. Turn right and march. Turn left and march - Halt.

Tuesday

1. Turk Stand on Carpet square. Have them do more than one.

2. Carpet Square March. Do the 8 commands from Monday's lesson.

3. New Commands:
   a. Have one line start
      4 cts later next line
      " " " " "
      After several steps Halt
   b. Have the line that left last start back first.
      All back to squares.
   c. Have one line at a time turn R and March.
   d. Return as you did in #2.
   e. Walk "About Face" one line at a time. Give the command "Line ____ About Face - March" The line is to make a half turn before they march.
   f. All march forward and turn on "About Face", march back to carpet squares.
   g. Repeat (f) as they play pretend instruments.

Wednesday

1. Give numbers to the children for Number March. This way a child must recognize and choose a person with the correct number.
   a. "Looby Lou" or "Hokey Pokey" (If you have either record that has words. If not use the one for which you can sing the tune. If you sing, include the following body parts:) Right hand, left hand, both hands, right leg, left leg, head, whole self.

2. Record: "Learning Basic Skills through Music, Vol. 1" Numbers March. Give each child a piece of paper with numbers from one to five. Follow the directions on the record but have them choose a person that has the correct number. This reinforces seeing and saying the numbers.

3. Record: "Getting to Know Myself"
Shake Something. Moving body parts. Instructions are on the record.

4. Record: "Fine Motor Activities"
Song Sung Blue. Eye Activity with instructions on the record.

Thursday

1. Exercises:
Rocking Chair
Heal Click
Windmill - arms straight, legs in a stride position.
Bend and touch one hand to the opposite toe, back to standing position and touch the other hand to the opposite toe. (R hand - Left Toe - Left hand - Right toe)

2. Activity:
Record: "Getting To Know Myself" use The Opposite
Instructions are on the record.
Record: Same. Left and Right.
Scooter Relays - 4 teams - evenly divided.

First Relay: 1. Sit and push with feet to the line and back.
Second Relay: 2. Sit and pull forward to the line and back.
Third Relay: 3. Go down to the line pulling, come back pushing.

3. Stunts:
Log Roll, children on stomachs. Arms at side.
a. Can you roll onto your right side?
b. Roll back to place.
c. Can you roll to your left side?
d. Roll back to place.
e. Put your arms above your head. Can you roll to the right? After several rolls tell them to stop.
f. Can you roll to the left? Stop.
g. Which is the easiest way to roll? Roll arms up or arms down.

Snail
On your back on the floor, arms at your side. Can you lift your straight legs up and touch them to the floor behind your head ?

Inchworm

Keep legs straight while standing and touch your hands to the floor. Can you walk forward with your hands? Now walk forward with your feet. Can you do this and keep your hands on the floor. Go around the room.

4. Turn and Spin
   a. Can you jump and make a 1/4 turn? Repeat several times.
   b. Can you jump and make a 1/2 turn? Repeat
   c. Can you jump and make a 3/4 turn? Repeat
   d. Can you jump and make a whole turn? Repeat

5. Watch they have a slight stride, jump high, use arms to pull and turn head. Give these suggestions only to those that need help. Let them experiment at first.

6. Record: "Learning Basic Skills Through Music, Vol. 1" Elephant. The instructions are on the cover for the position and how it is done.

Friday

1. Hop R in place
   Hop L in place
   Hop on either foot in a circle
   Hop on the other foot in a circle
   Hop forward 10 hops
   Hop backward 10 hops
   Hop in a zigzag. What is a zigzag line?
   Face me all the time but hop so that you make a square with 4 hops
   Face me and take 3 hops to make a triangle.

2. Record:
   "Learning Basic Skills, Vol. 1" Put Your Hands in the Air.

3. Record:
   "Learning Basic Skills, Vol. 2" Triangle, Circle, Square.
   "Getting to Know Myself" Turn Around.
   Instructions are on both records.

4. "Movin" - Jamacian Holiday
   Hop right
   When music stops and starts again, gallop
   When music stops and starts again, hop right
   Keep repeating these movements in this order to the end of the record.
   Change to left foot on every other series.

TWENTY-FIRST WEEK - EQUIPMENT

Long Ropes
Body Puzzles

RECORDS:

"Getting To Know Myself"
"Sensorimotor Training in the Classroom"
"And The Beat Goes On"

NOTES:

Twenty-First Week

Monday

1. Records:
   "Getting to Know Myself" Touch
   "Sensorimotor" Body Parts
   "Getting to Know Myself" Right and Left
   "Body Puzzles" (some ideas included on page 22) - not on a record.
   "Getting to Know Myself" Triangle, Circle, Square

Tuesday

Long Ropes

1. Using the same principles, run in, jump 10 times, run out.

2. Run in from the 'back door' and out. Remind them that watching the rope and timing are the keys to success.

3. If space permits, have 4 ropes. Have the best jumpers start at rope #4 and the poorest at rope #1. If they miss at a rope, they return to the end of that line. If they are successful, they turn the rope and then progress to the next rope.

   Rope 1 - Run in, jump 10 times, run out.

   Rope 2 - Run in, jump 20 times, run out.

   Rope 3 - Run in, 'back door', jump 10 times, run out.

   Rope 4 - Run in, 'back door', jump 20 times, run out.

Wednesday

1. "Getting to Know Myself"
   Touch
   Shake Something
   Right and Left

2. "Body Puzzles". Use different puzzles and encourage the children to hold the position for 10 or 20 seconds after they get into it.

3. "Getting to Know Myself" - Triangle, Circle and Square.

4. "Back door" ropes. Run in, jump 10 times, run out.
   Run in, jump 30 times, run out.

Thursday

Three Long Ropes

1. Back door

2. Double Dutch - two ropes turned the same direction.

3. Egg Beater - two ropes, both ropes cone toward the center, pass and swing to the outside. One hand will be about 1/2 turn ahead. Swing both arms out midline, up high and into the center.

Friday

1. Record:
   "And the Beat Goes on" - Elenore Rigby music for swimming in jello
   "Getting to Know Myself" The Circle (stationary one) -- Each child uses their rope to make the circle.

2. Long Ropes:
   a. Back Door
   b. Double Dutch
   c. Egg Beater

TWENTY-SECOND WEEK - EQUIPMENT

Short Ropes
Sacks
Balls
Wands
Balance Beam

RECORDS:

"Movin'"
"Getting to Know Myself"
"Learning Basic Skills Through Music, Vol. 1"
"Learning Basic Skills Through Music, Vol. 2"

NOTES:

Twenty-Second Week

Monday

1. Numbers March
   March Around the Alphabet
   Triangle, Circle, Square
   Parade of Colors

2. Jamaican Holiday
   a. Skip stoop
   b. Slide stoop
   c. Gallop stoop
   The last person down is out until the next time the music stops. Do not have them stay out the remaining portion of the record. Occasionally do this to find who the fastest 3 or 4 are; however, the slowest are also identified.

Tuesday

1. Exercises:
   Rocking Chair
   Heel Click
   Jumping Jacks
   Set-ups

2. Review: Short Ropes
   Forward
   Backward

3. New Skills: Short Ropes
   2 feet - single jump
   Right foot only
   Left foot only
   Backward
   Jump only once, do not bounce

Wednesday

1. Numbers March

2. Short Ropes
   2 feet
   a. double jump
   b. single jump
   c. step over

3. "Getting to Know Myself": Turn Around
   The Circle

4. Ropes:
   Right foot only
   Left foot only

Thursday

Parachute Play -- Activities from the record and free choice activities.

Friday

Relays:

a. Sack
b. Ball Bouncing
c. Over and Under
d. Shuttle over a Balance Beam
e. Wand Balance

TWENTY-THIRD WEEK - EQUIPMENT

Trampoline

NOTES:

Twenty-third Week

Monday

Trampoline

Review skills from the 18th week.

a. Bounce
b. Kill Bounce
c. Seat Drop
d. Knee Drop

Tuesday

Combine bounce, seat drop, to standing bounce, kill bounce. If time permits, allow the children to use these skills and make their own combinations for their second turn.

Wednesday

Combine bounce, knee drop to standing bounce, kill bounce.

Thursday

Combine bounce, knee drop to seat drop to standing bounce to kill bounce.

Friday

Combine bounce, seat drop to knee drop to standing bounce and kill bounce. Allow the students to make their own combinations on their second try.

TWENTY-FOURTH WEEK - EQUIPMENT

Short Rope
Mats
Pictures of activities for visual sequencing. You may use the same pictures for week 15.
Body Puzzles
Red and Green 9x11 construction paper
Bean Bag
Three chairs
Rope or pole
Hoops
Animal pictures - Check Friday

RECORDS:
"The Feel of Music"

NOTES:

Twenty-fourth Week

Monday

Monday of week fifteen is to be used here.

Tuesday

Tuesday of week fifteen is to be used here.

Wednesday

1. Body Puzzles

   Show them to the students for about 10 seconds; take them down and see if they can get into the correct position. Hold the card up again so they can check themselves.

2. Game - I Sent A Letter

   Any number of children may be in the game. I would recommend at least two circles of 10-13 children in each circle. They get to participate more often. One child is blindfolded and led to the center of the circle. He is the postman. Turn the postman around two times so he will not be aware of where everyone was standing in the circle. The postman says: "I sent a letter from _____ (a child's name) to _____ (a second child's name). These two children try to exchange places as the Postman tries to "stamp" (tag) one of the players as they go from their place to the other child's place. If he does stamp one child, the other child becomes the postman. If he doesn't stamp either, the child that gets to their new place first becomes the postman.

3. Body Movements from the record: "The Feel of Music"

4. Game - Red and Green Light

   The teacher has a piece of green construction paper and a piece of red construction paper. The children are lined up along one end or one side of the gymnasium. When the teacher holds up the green paper the children go and when the red paper is up they must stop. The object is to see which children cross the opposite line first. When most of the children have crossed the line have the remainder of the class walk to the end or the side of the room to start again. A child that is slow stopping must return to the starting line. You may vary the locomotor movement that they use to cross the area. (walk, run, skip, hop, jump, etc.)

Thursday

This is for visual development. You may use pictures from magazines or stick figures. The children with good visual memory will see the students that preceed them and remember each station, others will need the visual stimulus. Tell the children it's important not to yell at a child what to do next. Have one child start, as he reaches station 4 the next child may start. This will make them aware of their speed in relation to those ahead of them and behind them. The teacher doesn't have to time each person. If space permits, you could set up two courses and have a child from each team go at the same time. Keep a team score by giving the team a point if their team member finishes first. The teacher will need to have someone return the bean bag to the line each time. A suggested obstacle follows.

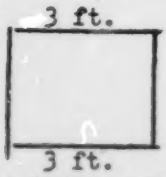
Obstacle Course

Stand behind this line.

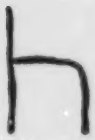
5 ft.

Box

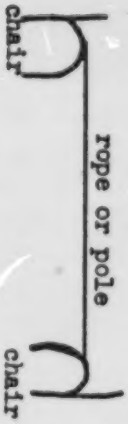
Stand behind the line and toss a bean bag into the box.



Stand inside the box and bounce the ball 10 times. Keep the ball in the box.



Go under the chair.



Go over the rope or pole.

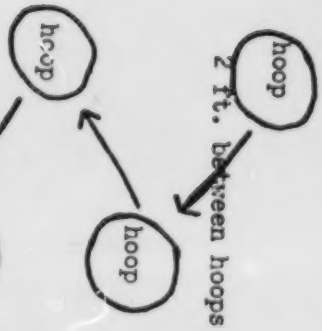
finish line

Do 5 sit-ups on the mat.

mat

Jump the rope 10 times.

Rope



Step one foot in each of the hoops.

FRIDAY

1. Body Puzzles

2. Red and Green Light

3. On My Way To School: (no equipment is needed)

   Children may be standing anywhere around the play area. One child is in front of the class and says "On my way to school I saw a _____." They pantomine what they saw, everyone else does the same action. On the signal "up", anyone that wants to guess what it is, holds up their hand. The child doing the action chooses the person to guess what they are all doing. If the person is correct, they get to go to the center and say: "On my way to school I saw _____" and repeat the action above.

4. Choose pictures and have the children walk like the following:
   a. Elephant
   b. Dog
   c. Crab
   d. Baby
   e. Snake
   f. Old, old person
   g. Seal
   h. Frog
   i. Rabbit
   j. Monkey

TWENTY-FIFTH WEEK - EQUIPMENT

Scooters
Balls
Stop Sign
Yellow Caution Sign
Don't Walk Sign
Red Circle for Stop

RECORDS:
"Movin'"

NOTES:

Twenty-fifth Week

Monday

Scooters
Place markers around the four corners of the room to designate the inside boundries for the track for the scooters.

a. Can you go around the course 6 times like an alligator?
b. Can you go around the course 6 times pulling with both arms at the same time?
c. Super charge, using only your legs and go as far as you can.
d. Super charge, using only your legs and come out so you are in line with where I'm standing. (Stand about 10 feet from the wall). Can you do it again and get closer?
e. Super charge as far as you can, using only your arms.
f. Can you super charge with your arms out to be in line with where I'm standing? Try it again to get closer.
g. Which are stronger your arms or your legs?
h. Can you go around the course once using only your legs?

Tuesday

Ball Skills - 1 ball per child if possible. If not, have partners and limit the number of times each child practices a skill before they give the ball to the other person.

a. Bounce and catch. Drop the ball or bounce it on the floor and catch it each time. You may look at the ball.
b. Can you look at the _____ (choose a clock, basketball goal or something up high for the focal point and bounce the ball?
c. Try the bouncing and catching with your eyes closed.
d. Can you bounce the ball using just one hand?
e. Can you bounce the ball using the other hand?
Have the class line up in 2 lines facing each other. Have them about 10 feet apart, perhaps closer so they have to control the kick and ball.
f. Can you kick the ball to the person across from you? Now have the opposite person kick it back. Repeat with this foot several times.
g. Using the other foot, kick the ball to your partner. Have the partner kick it back. Have them kick it back and forth several times using that foot. Have the groups move away from each other to approximately 15 or 20 feet apart. Repeat the challenges above. (f and g)

Wednesday

Scooters - Use the activities suggested for Monday of this week.
Add:

a. Can you and a partner move around the course, back to back six times? Both people should take turns going forward and backward.
b. Can you and your partner go around the course side by side six times?

Thursday

Use Tuesday's Ball Skills. Delete those activities they were doing best. Add: Balls from "Movin" record. Use Tipsy music.

Friday

Scooters - Use some activities from Monday and Wednesday. Add:

Set up course using signs they need to observe and have them do them.
a. Stop sign
b. Round yellow sign for caution.
c. Don't walk.
d. Red circle for red light to stop. Add any others you have taught them.

Record: "Movin" - Opposites to Twilight music

TWENTY-SIXTH WEEK - EQUIPMENT

Carpet Squares
Balls

RECORDS:
"Carpet Twist"

NOTES:

TWENTY-SIXTH WEEK

Monday

Use plan for Monday of week 20.

Tuesday

Use plan for Tuesday of week 20.

Wednesday

1. Exercises

2. Place the carpet squares in a circle.
   Use any good march record. March clockwise. Be sure to stop on a square when the music stops. Stop the music several times to help them work on the space concept of staying the correct distance behind the person in front of them.

3. March counter-clockwise and emphasize the space idea and discuss the difference between clockwise and counter-clockwise.

4. "Movin'" - Jamacian Holiday - Skip Stoop. Last person down sits out until the next time the record stops.

Thursday

1. Use the carpet square for bridges.
   a. Can you build a bridge over the carpet square?
   b. Can you build a bridge with one body part on the carpet square?
   c. Can you build a bridge with two body parts on the carpet square?
   d. Can you build a bridge with three body parts on the carpet square?
   e. Can you build a bridge with four body parts on the carpet square?
   f. Can you move your carpet square, without moving your feet?

RECORDS:

Carpet Train
Carpet Twist

2. Musical Carpet Squares:
   Remove one square. There should be one less square than children. Have them march or skip around the room and when the music stops everyone must get on a square. The person that doesn't get on a square is out. Take out one more square and start the music again. Stop

the music and the person without a square is out and the other person that has been out rejoins the group. Only one person is on the side at one time.

Friday

1. Exercises

2. Locomotor Days of the Week
   Use the song "Mulberry Bush." In place of the work activities use locomotor activities. Walk for the chorous. Be sure to review each locomotor movement so they will know what to do.
   Monday: Gallop
   Tuesday: Tip Toe
   Wednesday: Slide
   Thursday: Hop
   Friday: Jump
   Saturday: Run
   Sunday: Skip

3. Balloon Activities:
   One balloon per child. Be sure to give them time between questions.
   a. Can you tap the balloon with two hands? Try to keep it from touching the floor.
   b. Can you tap it very hard?
   c. Can you tap it very softly?
   d. Try to make it go very high.
   e. Try to make it go lower than your head.
   f. Can you keep the balloon in the air using only one hand?
   g. Use the other hand to keep the balloon in the air.
   h. Can you tap the balloon with one hand and then the other hand the next time?

4. Free Choice Period

   Let the children choose activities for the remainder of the period.

TWENTY-SEVENTH WEEK - EQUIPMENT

Bean Bags
Wands
Balls
Sacks
Scooters
Parachute
Mats

RECORDS:

"Movin'"
GTKM "Getting To Know Myself"
STC "Sensorimotor Training in the Classroom"
LBS Vol. 1 "Learning Basic Skills Through Music, Vol. 1
LBS Vol. 2 "Learning Basic Skills Through Music, Vol. 2

NOTES:

TWENTY-SEVENTH WEEK

Monday

1. Use "Movin'" music and play Skip Stoop
   Use the same music and work on:
   a. hop
   b. jump
   c. slide
   d. gallop

2. After practice on each one, use the pause and have them change movements each time the music pauses.

3. Parade of Colors.

4. March Around the Alphabet -- Have them tell you the name, sound, and key words.

5. Relays: (Use a closer finish line for difficult activities)
   Divide class into 4 groups. Keep track of how many events each team wins.
   A. Scooters
      a. Sitting - move forward by pulling with the feet.
      b. alligator
      c. sitting - move backward by pushing with the feet.
   B. Sacks
      a. both legs in the sack -- go down and back.

Tuesday

1. Exercises

2. Body Awareness - Use the records
   a. Touch
   b. Body Parts
   c. Right and Left
   d. Circle Game

3. Use "Movin'" record and have them play Skip Stoop. Use the jump and slide so that each time the music stops they change steps.

Wednesday

1. When they come in have Jamican Holiday going for Skip Stoop. Use same music and have them change from hop to gallop each time the music changes.

2. Relays:

A. Bean Bag

a. put it on your head and walk to the line. Run back.

b. use a closer line (20 feet) and have them hop to the line with the bean bag balanced on the other foot. When they reach the line they may pick the bean bag up and run back to give it to the next person.

B. Wands

Place the wand on the bridge of the nose (between forehead & nose) and have them go to the closer line and back. They will be working eye muscles watching forward and if they are moving to far to the right and left.

C. Balls

Bounce the balls to the short line using one hand and back using the other hand.

D. Sacks

Two people with one foot in the sack. Go to the end of the gym and back.

E. Scooters

With a partner back to back, go the length of the room and back. One person faces forward going down and the other person faces forward coming back.

Thursday

1. Parachute Play

Use part of the week 6 - Friday Lesson.
Use part of the week 8 - Friday lesson.
Use part of the week 12 - Wednesday lesson.
Add: A new activity of your choice from the record.

Friday

1. Exercises

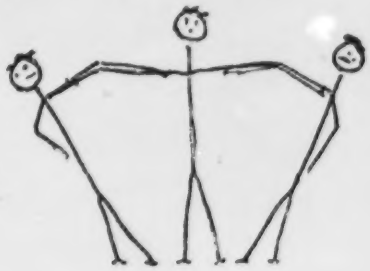
2. Thigh Pyramid

Two people stand side by side about 3 feet apart. They take a stride position so their feet are now closer together. Then flex knees slightly. Person number 3 is behind the other 2 children. (Person 3) places a hand on the inside shoulder of each base child, they put

their hands on the child's waist. The child puts a foot on one thigh steps up and puts the other foot on the other person's thigh. The top person then stands up straight.

3. Spread Pyramid

Three people stand with their feet close together. They are side by side facing the same direction. They take hold of the highest point on the upper arm of the person next to them. The side children lean out to the side.



TWENTY-EIGHTH WEEK - EQUIPMENT

Mats

RECORDS:

"Fine Motor Activities"
"Sensorimotor Training in the Classroom"
"Getting To Know Myself "
"Learning Basic Skills Through Music, Vol. 2"

NOTES:

Twenty-eighth Week

Monday

1. Record
   - Partners
   - Something That Begins Like
   - Right and Left

2. Spiders

3. Song Sung Blue - Eye Exercise

4. Exercises:
   - Toe Touches
   - Sit ups

5. Bridges:
   a. Can you build a bridge using your hands and feet to support your body?
   b. Can you make a high bridge?
   c. Can you build a bridge using one hand and one foot to support your body?
   d. Can you make a low bridge?
   e. Can you make a bridge using your elbows and knees to support your body?

Tuesday

1. Forward and Backward Rolls

2. Pyramids
   a. Three people on knees
   b. Three people standing
   c. Three people - try to make an original pyramid. Let them show the class.

Wednesday

Use Wednesday, Week 16.

Thursday

Use Thursday, Week 16

Friday

Use Friday, Week 16.

TWENTY-NINTH WEEK - EQUIPMENT

Body Puzzles
Ball
Box or Tunnel
Bean Bags
Letter Cards
Pictures for Monday's station 5
Pictures of people for body parts
Balance Beam
Slanted walking rail
Masking tape
Pictures for Wednesday's activities
Metronome
12 sticks to tap together

NOTES:

Twenty-ninth Week

Monday

Five stations for body awareness:

Station I

Put 10 body puzzles on the wall. Have the group face the wall and do all 10. For directions, just tell them to do what they see. They have used them before and will be able to work alone. Have them count to 10 in each position.

Station II

Make stick figures on paper. Put them on the wall. Have a star in the position they are to put the hoop, related to their body. Place the figure by the hoop where the child is to stand. (suggestions to follow)

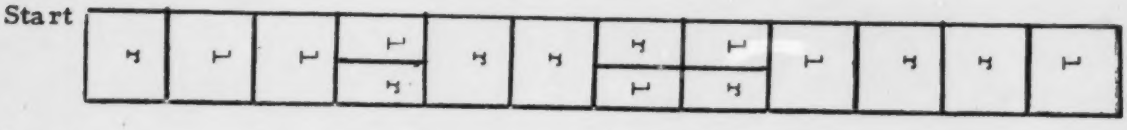
Station III

Use pictures of people. Have children work with a partner. One child touches and says the name of the parts of the bodies circled in the pictures. The partner checks to see they are doing and saying them correctly. Change and have the other person "do and say."

Circle: head, eyes, nose, mouth, right hand, left hand, wrist, waist, shoulder, knee, ankle, right foot, left foot, toes, heels.

Station IV

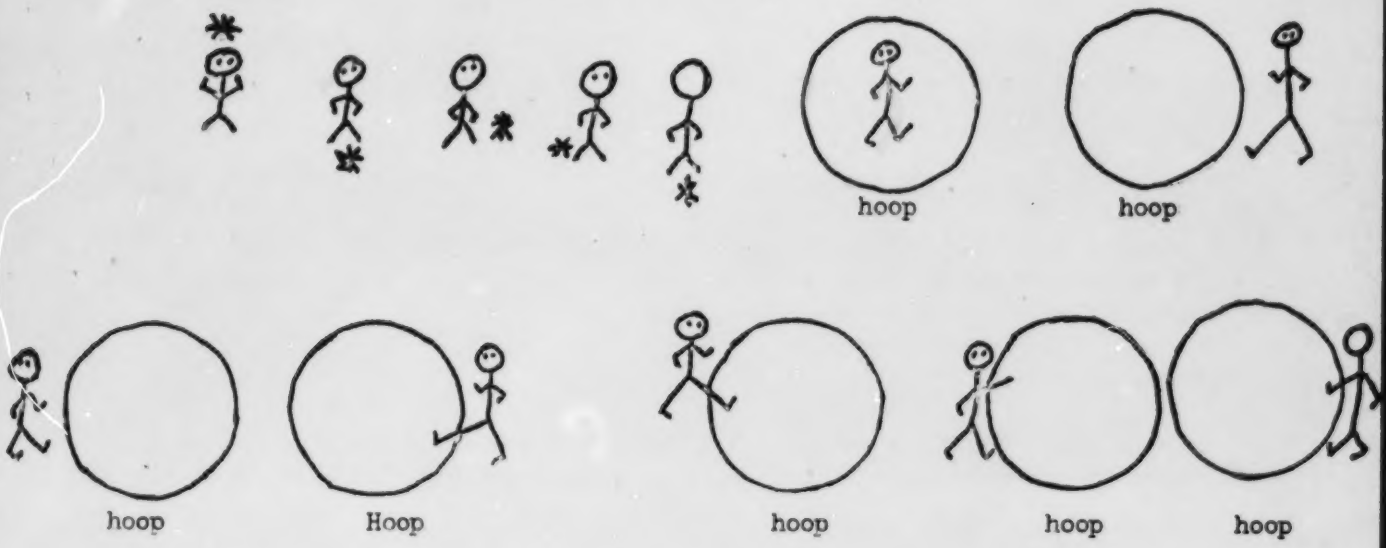
Put a pattern on the floor with masking tape. Put right in the squares they step right and left in the squares they put left. The others in the group watch to see they use the correct foot.



Station V

Use pictures from Friday the 23rd week. Have the children walk like animals would walk.

Suggestions for Station II



Tuesday

Five stations for dynamic balance:

Station I

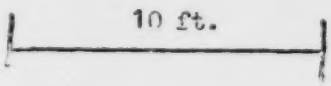
Slanted Walking Rail - Have each child walk forward and then backward. Repeat again if the line finishes before the other stations finish.

Station II

Balance Beam - Walk forward and backward with a bean bag on their heads. Repeat if time permits.

Station III

Put 2 lines 10 feet apart on the floor. They hop on the right foot to the line and hop on the left foot back.

Start 

(Use this same marking for station IV.)

Station IV

Have the 2 lines 10 feet apart. Hold the ball on your right hand, keeping it flat, walk to the line, come back using the left hand.

Station V

Place a tape line on the floor if there are no lines. "Cat Walk" along the line. Be sure "all fours" (hands and feet) are on the line.

Wednesday

Five stations for muscular strength:

Station I

Jumping Jacks

Station II

Sit-ups

Station III

Jog in place

Station IV

Crab walk in a circle

Station V

Make a 4 point bridge and hold it.

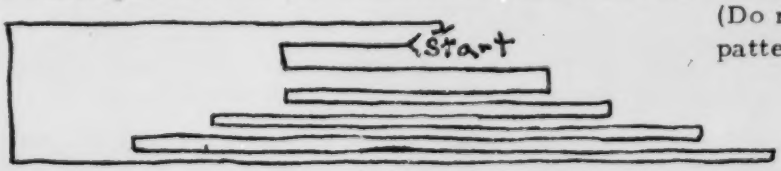
Have a picture at each station for a reminder of what they do there. Have them stay at each station about 1 minute and have them do the circuit several times. All students can do the activities at one time.

Thursday

Five stations on temporal awareness:

Station I

Make a chalk pattern for the children to march around. No music.



(Do not make the pattern this compact.)

Station II

Metronome for the children to clap to at this station.

Station III

March backward around a circle on the floor.

Station IV

Quietly tap sticks together and all stay together. Do not assign a leader--let them speed up or slow down as a group.

Station V

One child swings the tether ball around and the other children try to jump over it. Suggest they take turns.

Friday

Five stations for spatial awareness

Station I

Bounce and catch the ball

Station II

Bounce, catch and throw a ball to a partner.

Station III

Box or tunnel to crawl through forward then the whole line crawls through backward.

Station IV

Two bean bags per person. Throw one up and catch it. Try throwing two up at a time.

Station V

Walk the following letters: a-c-e-f-h-l-m-p-q-u-z. Put them on the wall.

THIRTIETH WEEK - EQUIPMENT

Long Ropes
Body Puzzles
Short Ropes
Hoops

RECORDS:

"Getting To Know Myself"
"Sensorimotor Training in the Classroom"
"Learning Basic Skills Through Music, Vol 1"
"Learning Basic Skills Through Music, Vol 2"

NOTES:

Thirtieth Week

Monday

Use Tuesday of Week 21.

Tuesday

Use Thursday of Week 21.

Wednesday

Use Thursday of Week 4.

Thursday

Use Tuesday of Week 22

Friday

Use Wednesday of Week 22.

THIRTY-FIRST WEEK - EQUIPMENT

Trampoline

MONDAY THRU FRIDAY

Use the suggestions on Week 23.

This unit has been placed in the back of the book so you may insert it at your discretion. I would suggest using all or part of it in the middle of the year and again later in the year.

FOLK DANCE

Suggestions For The Teachers

These suggestions are to assist in the planning, preparation and presentation of a dance unit. You may wish to plan more units or expand the one suggested in this manual. You may use these dances in one unit or teach them one at a time during the year.

Planning

1. Choose dances that are at the student's level. If children in the second or third grades have never had any folk dance, start with dances that are on kindergarten and first grade level of skill.

2. Choose dances with simple music, definite phrases and a distinct beat.

3. Dances should not include locomotor movements the students have not learned.

4. Be sure there are no more than three parts to a dance. Begin with dances that include only one or two parts.

5. A variety of formations (circle, line, etc.) and group combinations (single, partners, groups of three, etc.) may be used. Do not use dances that include more than one formation in the dance.

6. Even though many dances suggest a change of partners after each pattern, some classes will need to keep the same partners for the entire dance.

7. Start and finish class with dances they can do well. This makes it possible for the students to leave feeling good about themselves.

8. Most kindergarten level dances should be taught within a single class period. If the learning phase of a dance has not gone smoothly, delay the final pattern of the dance for another day and review a dance they can perform with less frustration. The next class period, start teaching the dance from the beginning.

Preparing to teach

1. Listen to the music.

2. Review the parts of the dance.

3. Try to walk through the dance without the music. If you understand how the skills are performed, then put the dance with the music.

4. Try to learn something about the origin of the dance to share with the class.

Teaching a dance

1. Get the class into the correct formation.

2. Tell the children the name of the dance, country of origin and any background information you know about the dance.

3. Play some of the music so they can hear the tempo and mood. If you have an adjustable turntable, you may want to slow the music down. As the children become more proficient slowly move it back to the regular speed.

4. Demonstrate part of the dance. This may be one whole part. However, if it is a complicated or long pattern present only one or two steps. You may use someone else to demonstrate.

5. Teach the children that part of the dance without music. Practice the pattern several times with your giving word cues. Encourage the children to say the word cues if they are experiencing difficulty. Practice without music should lead to the word cues being given at approximately the same tempo as the music will be played.

6. Add the music to the part of the dance that you have just taught. If the timing of the music is compatible, repeat the steps several times as the music continues to play. Be sure to give word cues with the music.

7. Teach the next pattern of the dance using the same approach as described in numbers 4, 5, and 6. Each time you add a new step practice the part they have learned to music. Continue teaching each pattern or part and putting it to music until the whole dance has been taught. Continue to give word cues. This is very important in the learning process and for one or two times through the dance each time you review it. Remember folk dances require a lot of sequencing, learning of new terms and motor combinations. This makes it necessary for you to give help and reinforcement.

NOTE

There are few specific directions related to the use of right and left feet, what the boy or girl separately is to be doing and specifically who the partners are to be. The unit is to acquaint the children with dances and music from other lands, combining specific steps and music, temporal awarness and the fun of this type of activity. It is better to have them take part, learn the skills and enjoy the dances than it is to make boys and girls dance together or insist that everyone is on the same foot at the same time. Getting partners will not be a problem in kindergarten since boys accept girls more readily.

FOLK DANCES

Unit of dances to be taught

Monday

Use the folk dance music that you will be using for the dances and review these locomotor movements.
Walk, run, skip, gallop and slide.

Start teaching the Shoemaker's Dance:

The Shoemaker's Dance is an ancient dance from Denmark. In Europe many of the skilled craftsmen belonged to guilds. (What are they?) Most of these guilds had their special dances that were danced during special holidays. It was during the beginning of the nineteen hundreds that the dance was brought to the United States. (The children will enjoy knowing something about the dances that you teach. It may be necessary for you to explain the background information in detail, however, it will be good for them to hear and know about the terms.)

Formation: To begin teaching the dance you may leave them in a single circle. This may be used throughout or you may, at a later date, have them in a double circle with the partners facing each other.

PART I

Song: Wind, wind, wind the thread (or bobbin)
Action: Raise arms so clenched fists are in front of the chest and rotate the fists around each other.

Song: Wind, wind, wind, the thread
Action: With the arms in the same position rotate the fists in the opposite direction.

Song: Pull, pull, tap, tap, tap
Action: Pull arms away from each other so the elbows go back. Do this two times to pull the thread tight. Tap one fist to the top of the other three times to drive in the pegs.

Repeat all of the song and actions from above.

PART II

(The children may sing tra, la, la, la, la, la, as they do the action, however, they may sing their own word cues. That is what I recommend.)

Song: Tra, la, la, la, la, la
Actions: Place the heel forward, with the same foot, touch the toe backward and run forward three runs. (If you have them in partners, have them join hands before they do this action.) To sing the actions use: Heel and toe and run, run, run.

Repeat this action three more times or a total of four times.

Tuesday

Use the folk dance music and review the slide and gallop. These are the basic steps that will help them learn the polka. The gallop is especially valuable in the development of laterality. Be sure to have them slide and gallop alternating feet as the lead foot (Have the right foot as the lead foot and then the left.)

Review: The Shoemaker's Dance
Be sure to have them walk through the dance without the music using only word cues. Next add the music. The first time through the record give them word cues. When word cues are no longer necessary give individual help to those children having difficulty. Encourage everyone to continue to give themselves word cues after you have stopped.

Teach: I See You

This is a playful Swedish dance depicting "peek-a-boo" actions. I have very little background information.

Formation: Two lines of two people about ten feet apart. Everyone faces in. One person stands in front of the other. The person in the front has his hands on his hips and the person in the back has his hands on his partners shoulders.

X X X X X X
O O O O O O

O O O O O O
X X X X X X

Song: I see you, I see you
Action: The person standing in the back peeks around his partners head to see the opposite person. This action is repeated two times.

Song: Tra, la, la, la, la, la
Action: Peek around the person in front again. This time the movement is twice as fast. They peek four times.

The song and action from above are both repeated again. (I see you, I see you Tra, la, la, la, la la)

Song: You see me and I see you
Action: The person in the back skips forward to the center of the two lines.

Song: You swing me and I'll swing you
Action: Join two hands with the opposite person and skip in a circle.

Song: You see me and I see you
Action: Skip back to your partner

Song: You swing me and I'll swing you
Action: Swing the person that is your partner. Stop the swing so the the person that was in the back becomes the front person and and the person that was in the front now does the action.

If time permits dance the Shoemaker's Dance again.

Wednesday

Review the Shoemaker's Dance and I See You. Word cues will be important once or twice for the Shoemaker's Dance and several times for I See You.

Use the Chimes of Dunkirk music to practice the clap, stamp, step to partner, step away from partner and skipping in a small circle with an elbow type swing.

This is one situation that it is important to get the claps and the stamps with the music. The claps and stamps are followed by a brief pause. Stamp, stamp, stamp, pause. Clap, clap, clap pause. You may suggest which foot to start on; however, it isn't necessary for the success for the dance.

To practice the balance step have partners join right hands, next take a small step toward their partner on their right foot and a small step away from their partner on their left foot. Emphasize and check to see that they use right hands. It looks better and they will be less likely to step on their partners feet if they step toward the person on the right and away with the left foot. However, if a student has difficulty and can do the movement smoothly another way leave them alone. Do not interrupt the fun of the dance just to be sure everyone is exactly alike.

If your students are having no difficulty with the two hand swing you may want to teach them the elbow swing. Have two students join right elbows. This will place the students in a side by side position. They will be facing in opposite directions. Have them skip around in a circle. Let go of the right elbow and join left elbows. Skip in the opposite direction. This is a right elbow swing and a left elbow swing.

Thursday

Review The Shoemaker's Dance and I See You.
You may let the class try the dance without word cues. If they have difficulty start the word cues immediately.

Teach: Play the music for Chimes of Dunkirk

This dance comes from the costal area of France. It is the area close to Belgium where British troops were evacuated during World War II. TheFrench name is "Carillon de Dunkirque" and the stamps and claps represent the peals of the bells.

Formation: Single circle, partners facing.

There are no words for this dance; therefore, the action is described by the measures that the action will require.

Mea. 1-2: Stamp your feet three times in place.
Mea. 3-4: Clap your own hands three times.
Mea. 5-8: Join two hands with partner and skip in a circle in place.

Chorus: (The balance step that you practiced yesterday is a part of the chorus.)

Mea. 1-8: Join right hands with your partner. Step toward your partner, away from your partner, toward partner and away, join two hands with your partner and skip in a circle in place.

Repeat the whole dance with the record.

Friday

Use this day to find the students that have not learned the dances and give them additional help. The remainder of the class will enjoy having an opportunity to dance the dances for fun and by now they should be able to dance Shoemaker's Dance and I See You with very little help. They will need to review Chimes of Dunkirk without music and then with the music and word cues. Have them dance it several times so it will be automatic enough to be fun.

Monday

Review the dance that the students seem to be having the hardest time remembering. Folk dance requires more sequencing then any activity they have had. If everyone did well on Friday you may delete this part of the lesson.

Teach: Danish Dance of Greeting

This light and lively dance is performed in the spirit of greeting. It came from Denmark.

Formation: Single circle with everyone facing into the center of the circle. After they learn the dance you may vary this formation to a single circle partners facing.

This dance is not usually considered a singing dance. However, Part I does offer an opportunity for the students to give themselves word cues.

PART I

Mea. 1: Clap your hands two times and bow toward the center of the circle.* The words would be clap, clap, bow.

Mea. 2: Clap your hands two times and bow toward the center of the center of the circle.* Repeat clap, clap, bow.

Mea. 4: Stamp one foot, stamp the other foot and turn all the way around in a small circle. The word cues are stamp, stamp, turn yourself around.

Mea. 5-8: Repeat the action in measures 1-4 from above.

PART II

Everyone join hands and take 16 running steps in a circle to the left. Take 16 runs back to the right.

Repeat the whole dance with the music.

Review: I See You - Chimes of Dunkirk
(If time permits dance both dances, if not review the one they enjoy most.)

*When you have the class in a single circle, partners facing, they clap two times and bow to their partner on Mea. 1. Mea. 2 they clap two times and bow to the person behind them.

Tuesday

Review Danish Dance of Greeting

Teach: The Wheat

This dance is from Czechoslovakia. The movements are to represent tying the wheat.

Formation: Sets of three students, standing side by side, facing clockwise around the circle, with their inside hands joined. This formation may be varied by allowing the groups of three to move freely around the room in a clockwise direction.

PART I

Mea. 1-8: All groups walk heavily forward sixteen steps.

PART II

Mea. 1-8: The center person joins right elbows with the person on the right and they skip eight skips around each other. They will have time to complete two turns. The center person then joins left elbows with person on the left and they skip eight small skips with that person. This is a right elbow swing and a left elbow swing.

Review: After the class has danced the dance several times let them choose which dances they would like to dance.

Wednesday

Review: The Wheat

Teach: Children's Polka (Kinderpolka)

This easy dance from Germany does not include a polka step. It involves scolding actions that the children will enjoy.

Formation: Single circle with the partners facing. Hands joined with arms extended to the side at shoulder level.

PART I

Mea. 1-2: Take two step-draw steps toward the center of the circle and stamp three times.

Mea. 3-4: Take two step-draw steps away from the center of the circle and stamp three times in place.

Mea. 5-8: Repeat all of the action above.

PART II

(You may want the children to say these actions as they do them.)

Mea. 9-10: Slap hands to knees, clap your own hands, and clap both your hands to your partners hands three times. The cues the students would use would be: clap knees, clap hands and 1-2-3.

Mea. 11-12: Repeat the action in mea. 9-10.

PART III

Encourage the students to sing the words

Song: Now You Be Good

Mea. 13: Shake your right finger at your partner.

Song: Now you be good
Mea. 14: Shake your left finger at your partner.

Song: Now you be good
Mea. 15-16: Each person turn around in place and stamp your feet three times.

Review: The dances that they had the most difficulty learning.

Thursday

Review the steps of The Wheat without the music. Add the music and continue the word cues. Play the record again and after they are started discontinue the word cues.

Use the remainder of the period to dance the dances of their choice.

Friday

This is the last day of the unit. Let the students choose the dances they want to dance.

APPENDIX

SUGGESTED RECORD LIST FOR MOTOR PERCEPTION

Not all of these records are used in the lesson plans. The others would give you some alternative ideas.

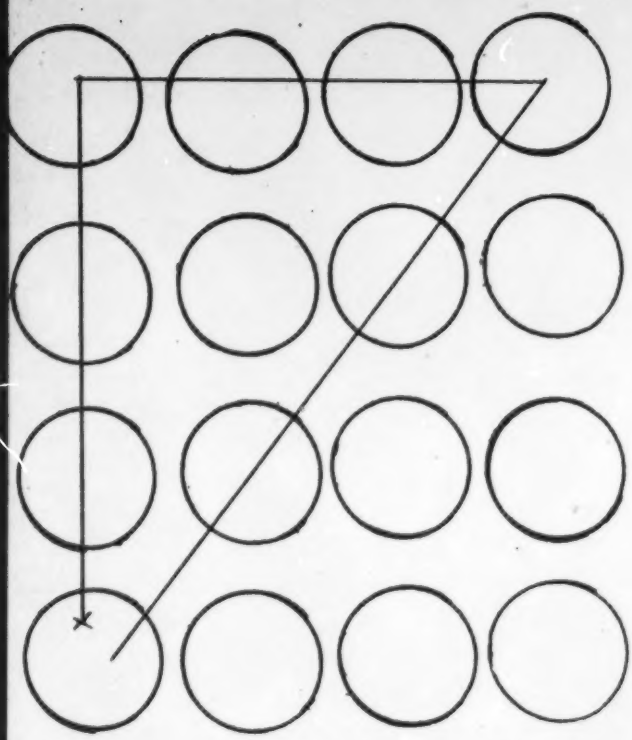
Sensorimotor Training in the Classroom		AR532
	Vol. II	AR566
Ideas, Thoughts and Feelings		AR549
Learning Basic Skills Through Music	Vol. I	AR514
	Vol. II	AR522
Movin'		AR546
Getting to Know Myself		AR543
Snap, Clap and Tap		AR48
Fun Activities for Fine Motor Skills		KR9076
*And the Beat Goes on for Physical Education		KEA5010
And the Beat Goes On and On for Physical Education		KEA8080
The Feel of Music		AR556
**Carpet Squares		

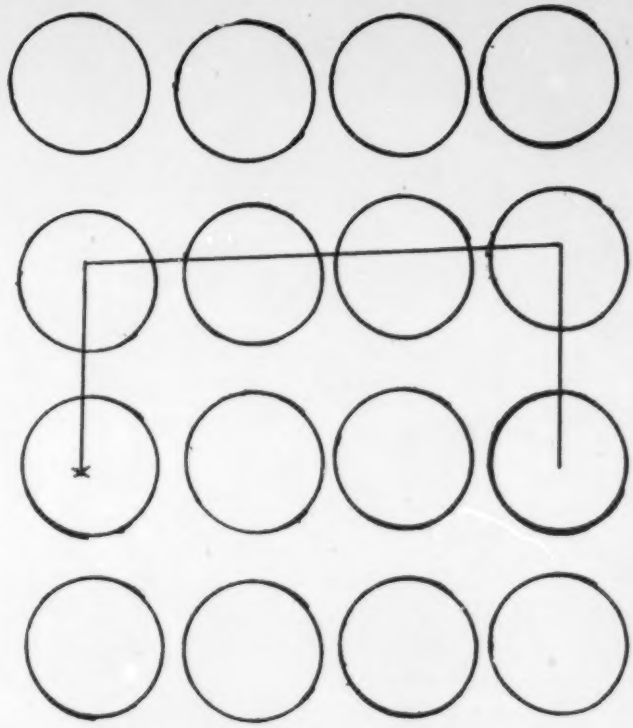
These records are available through:
Educational Activities, Inc.
P.O. Box 392
Freeport, L.I.
New York 11520

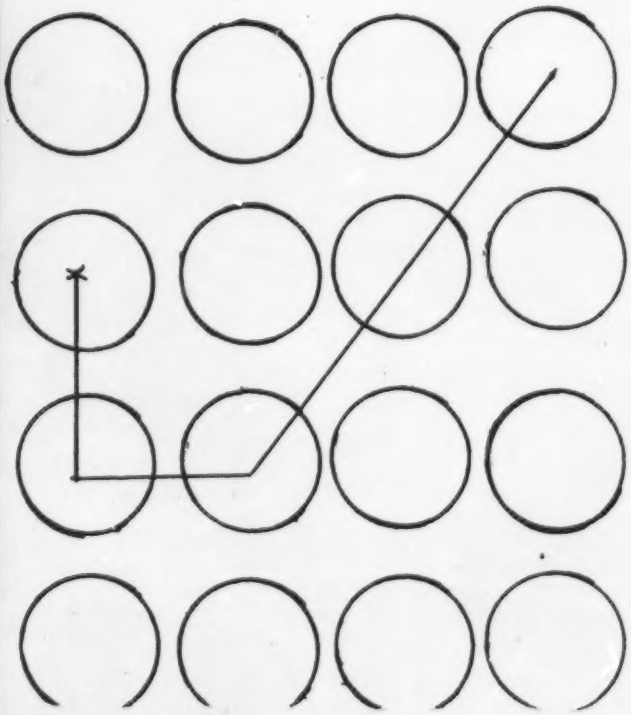
*These are albums with two records.

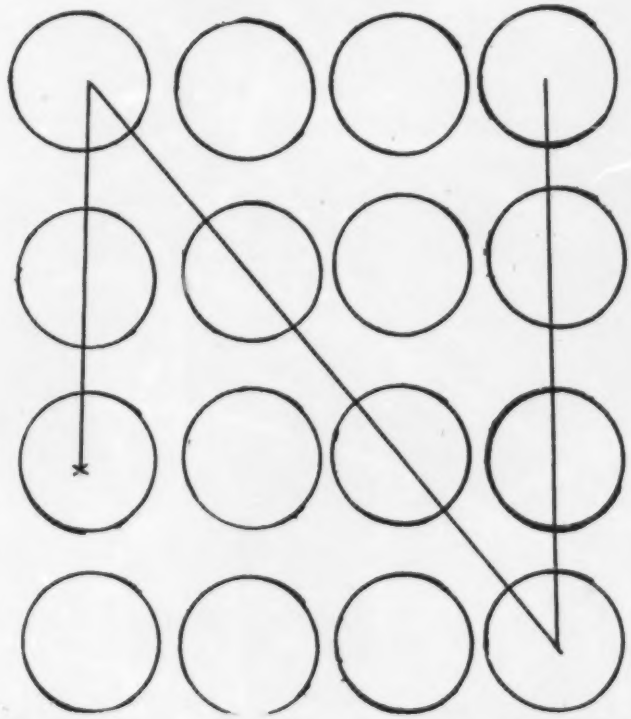
**Melody House Record #840-538
Available: Beckley-Cardy Co.
1900 N. Narrogansett Ave.
Chicago, Ill. 60639

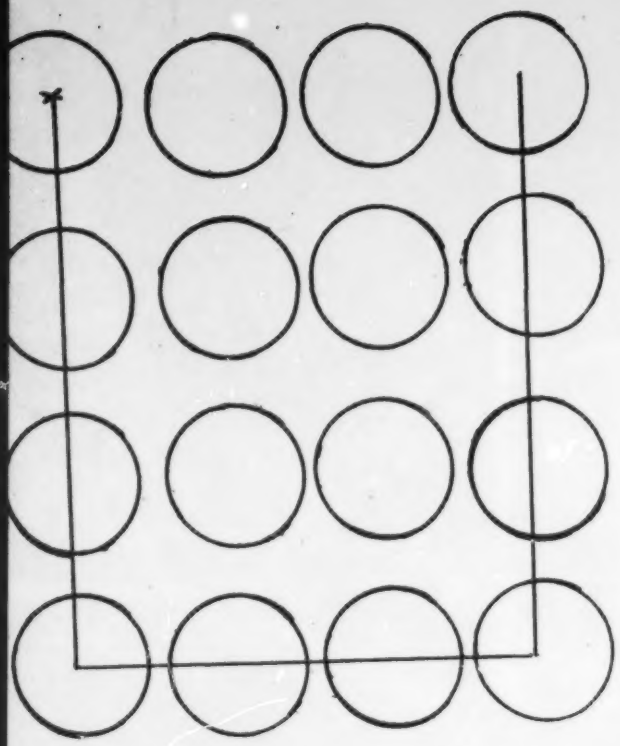
This is similar to an activity in the Frostig: Move-Grow-Learn program. It is published by the Follett Publishing Company.

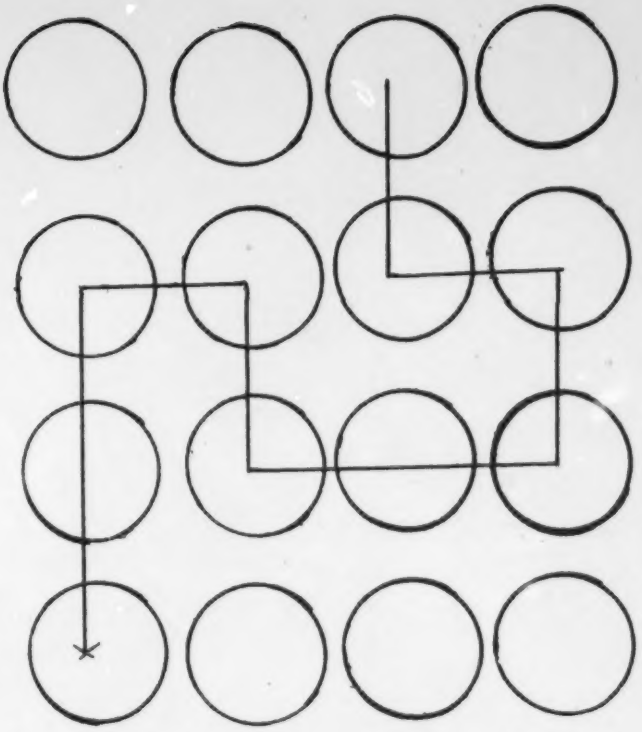


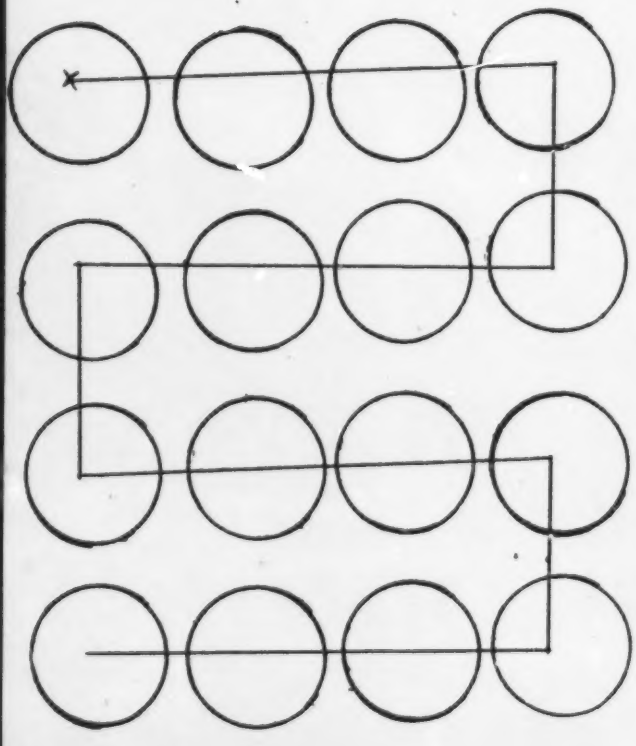


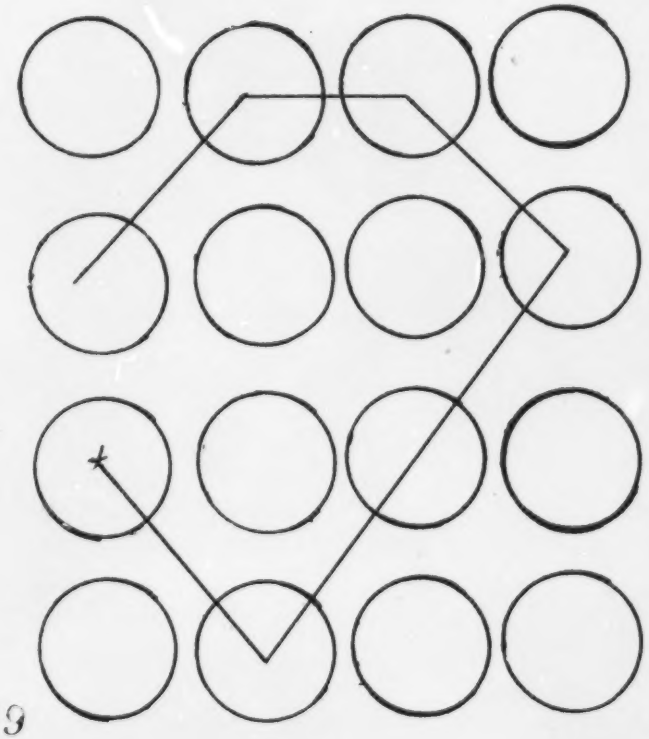


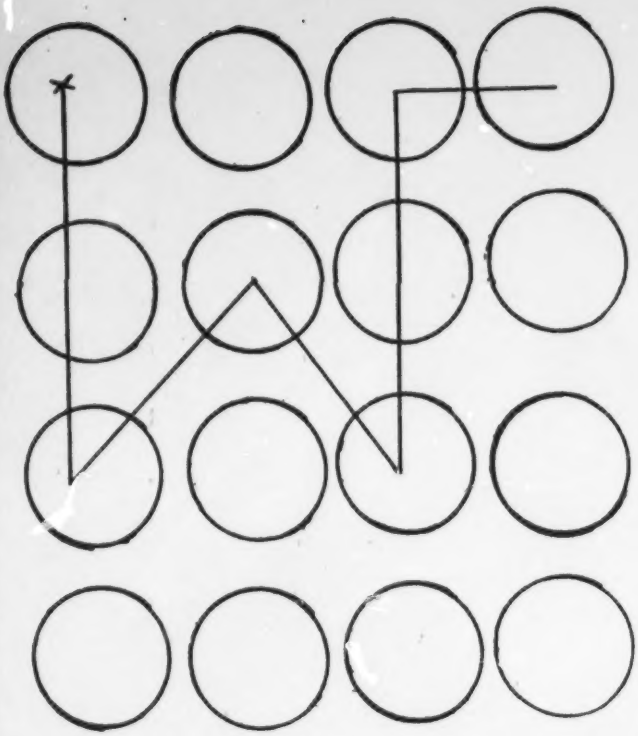


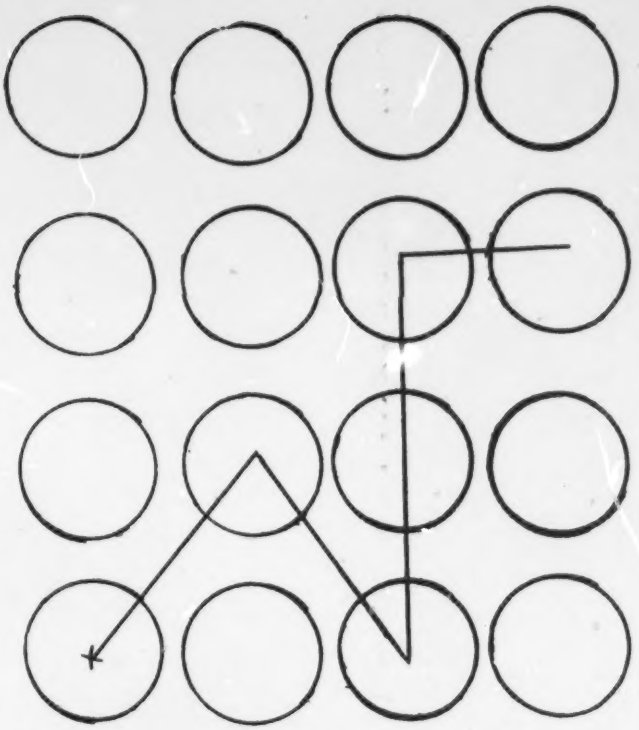


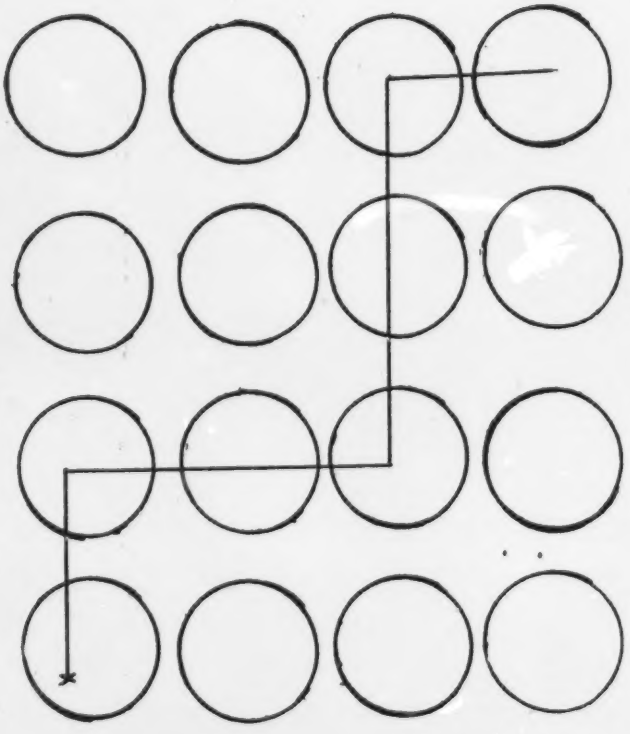


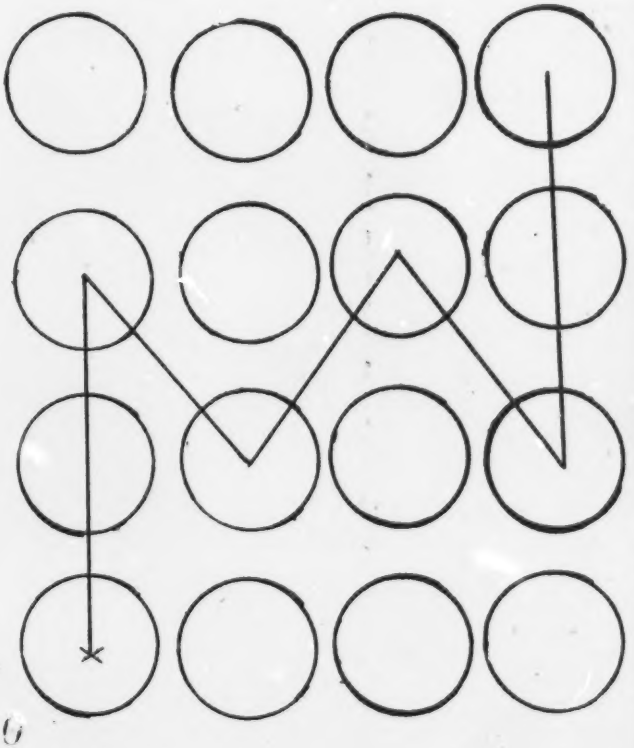


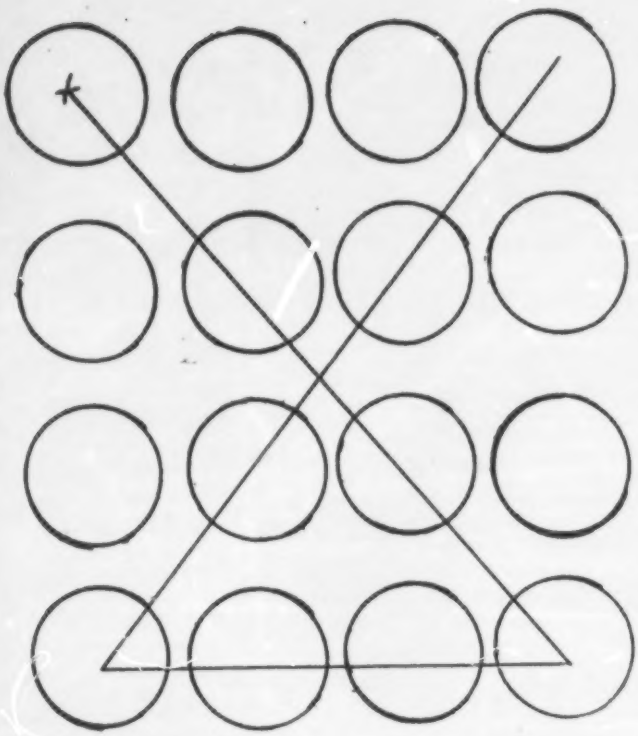


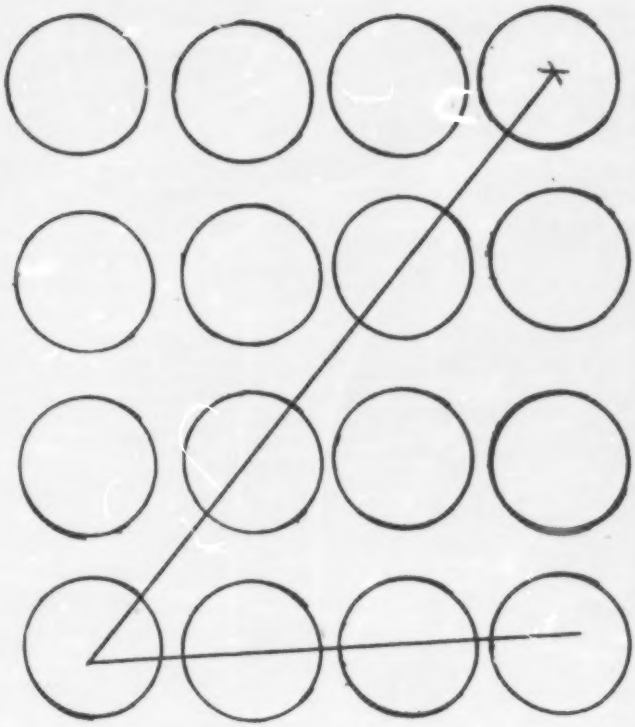


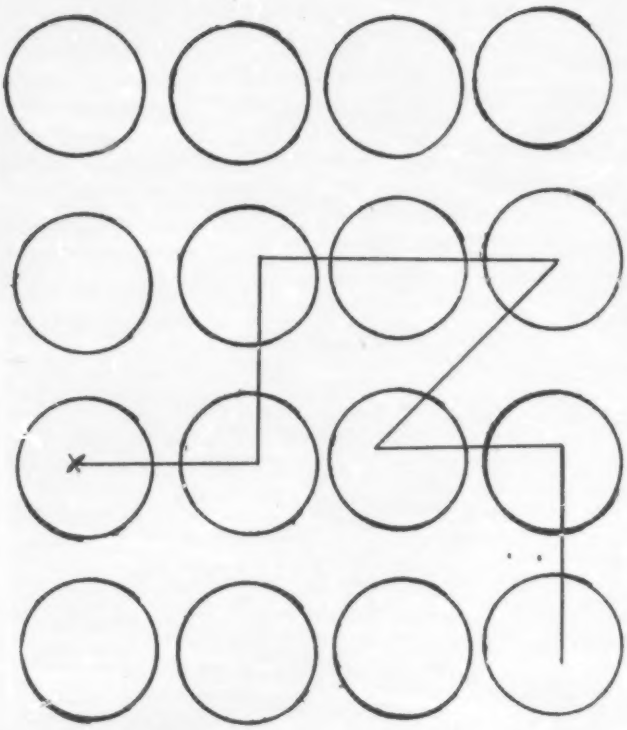


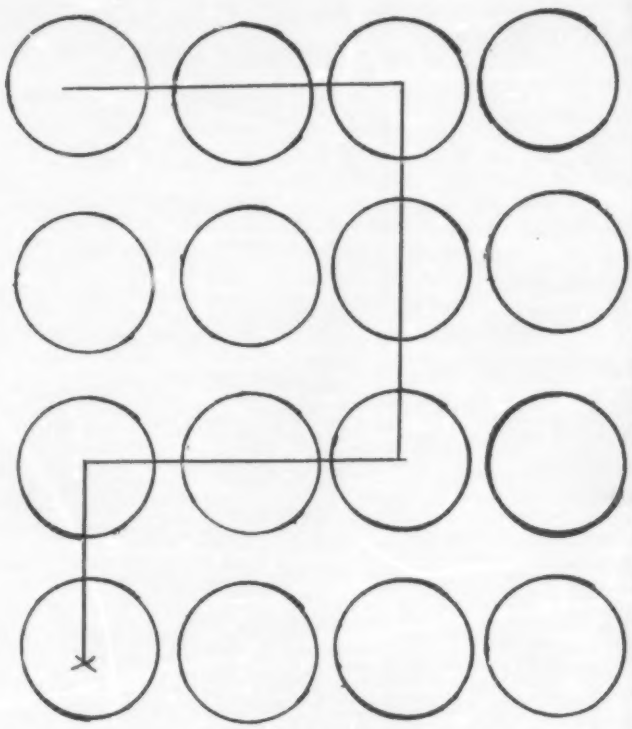


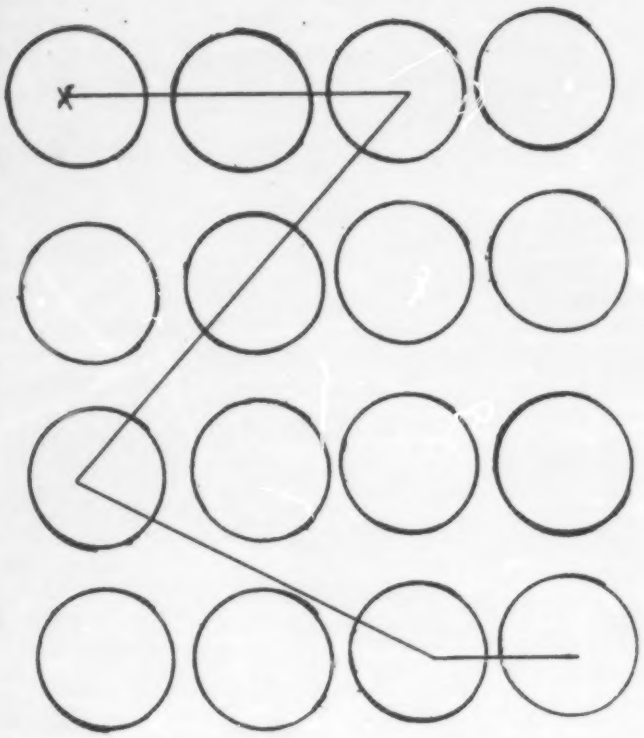


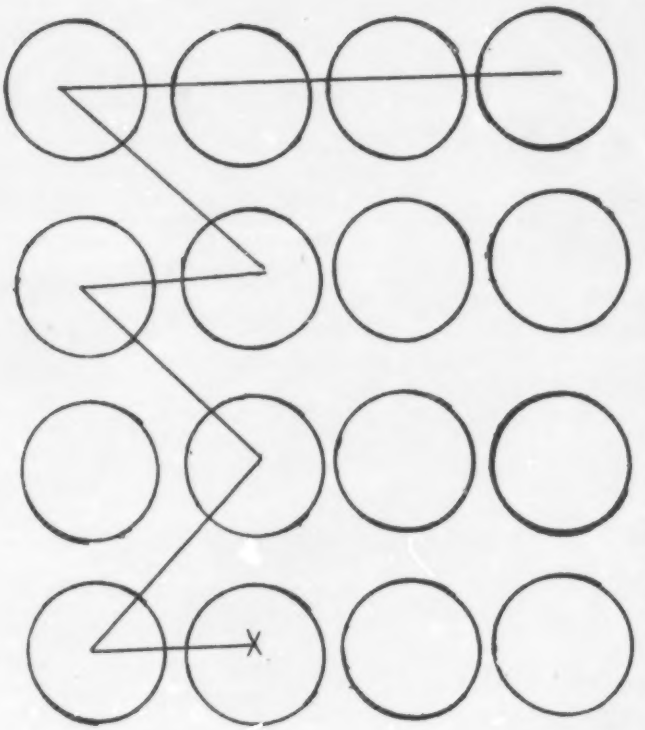


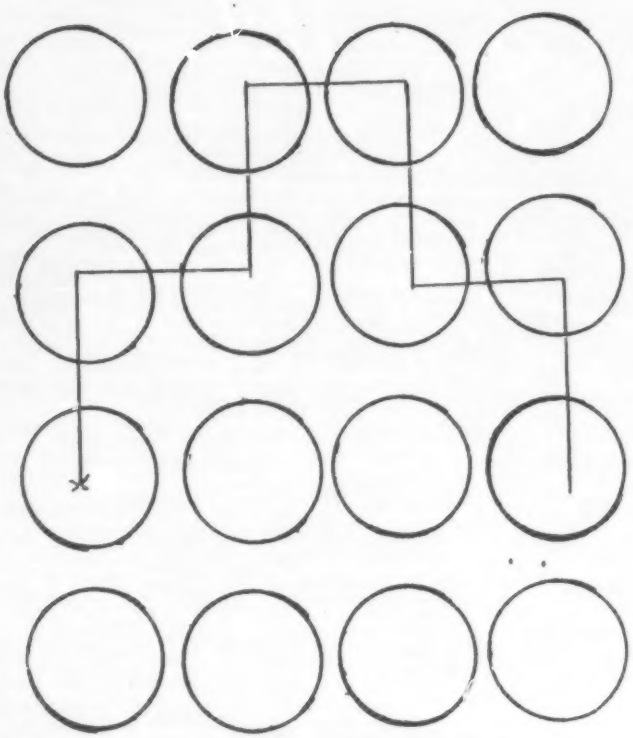


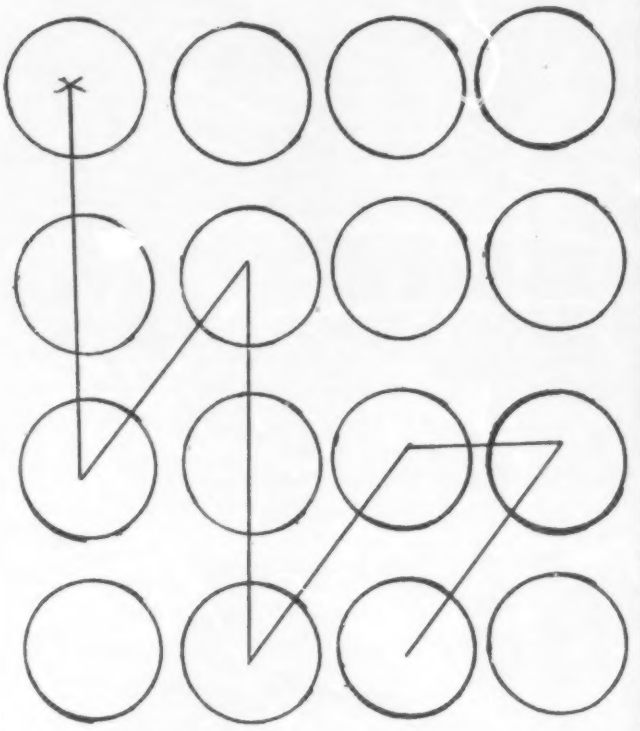


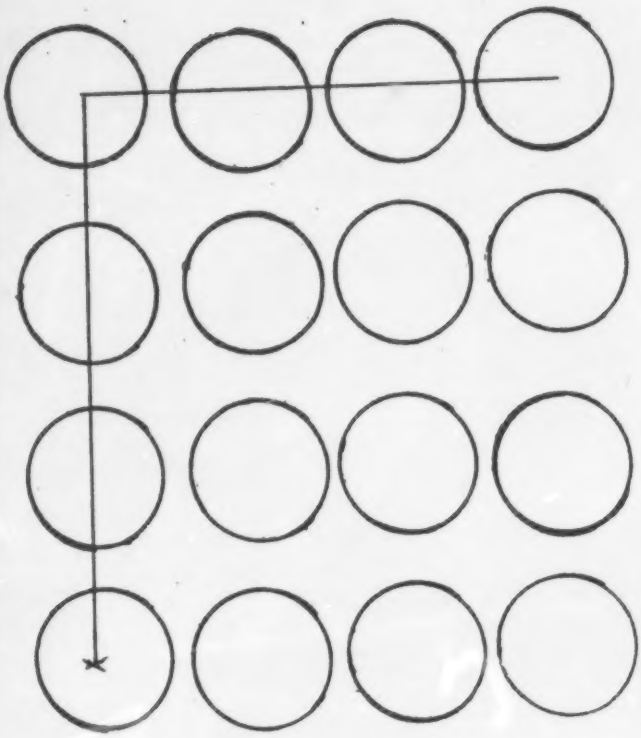


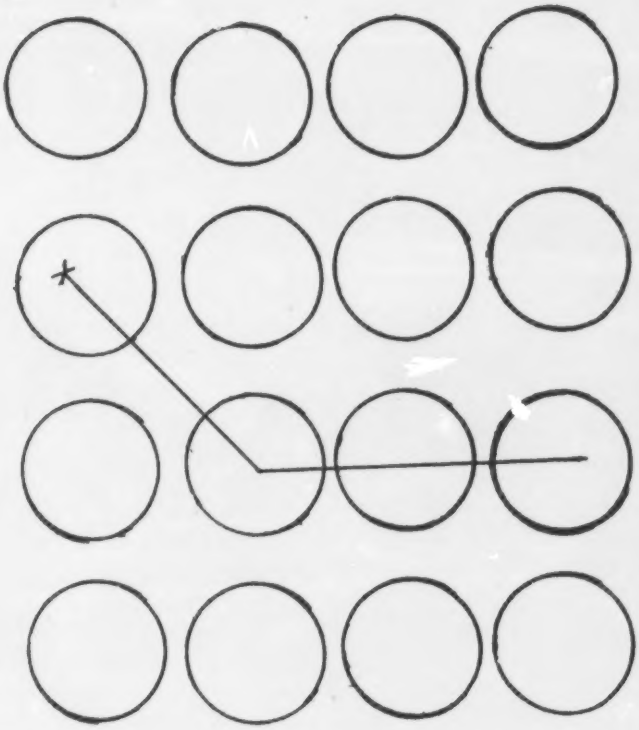


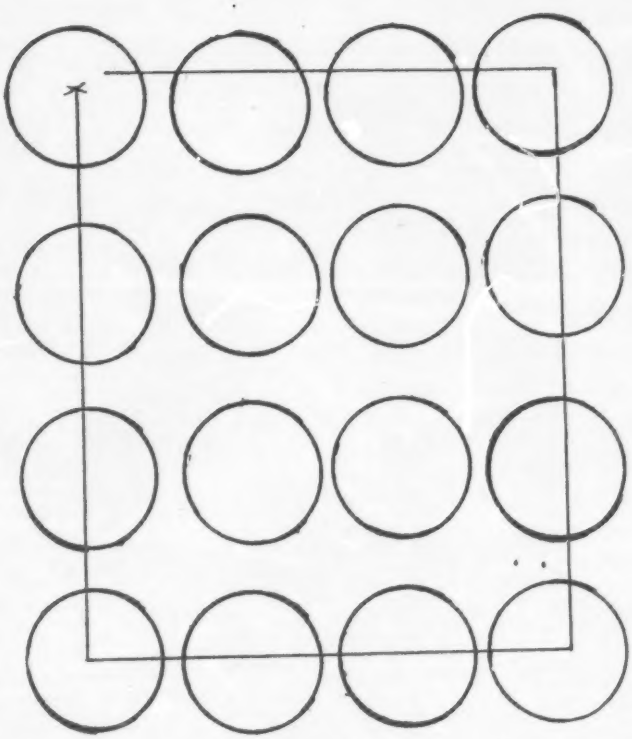


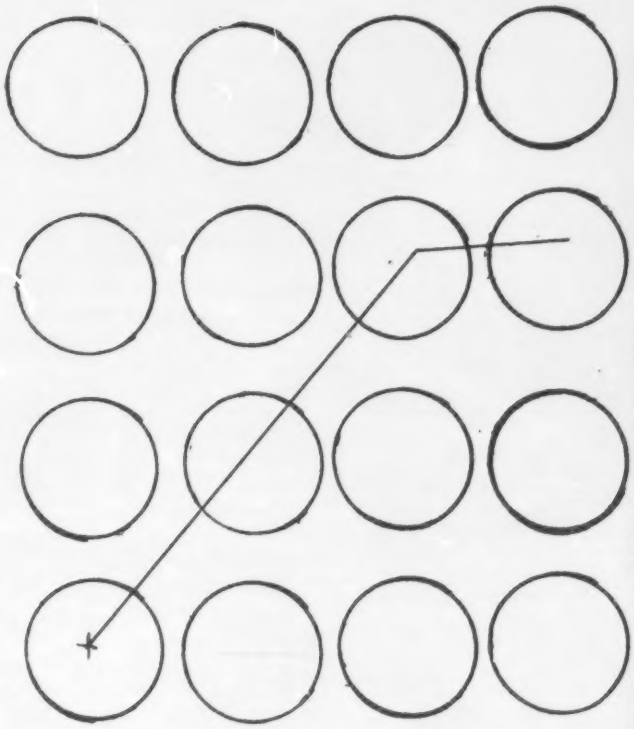




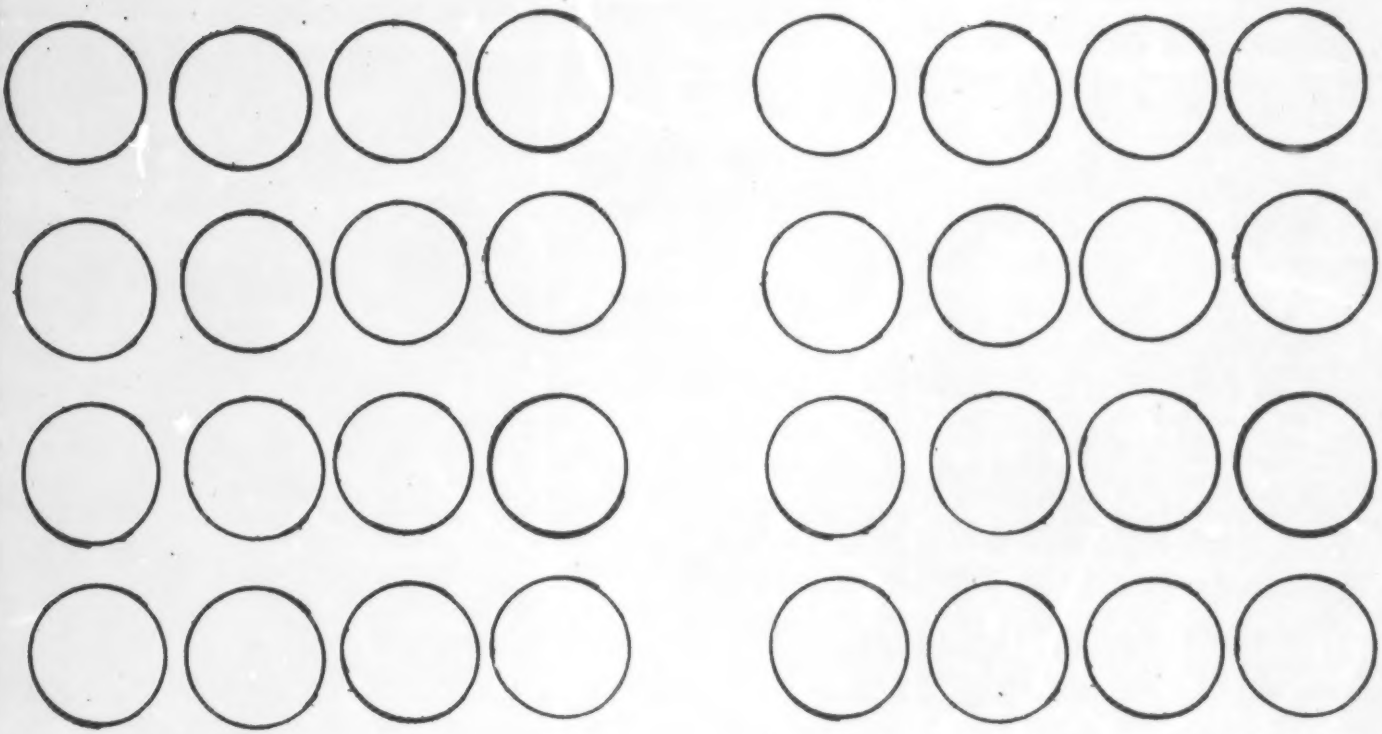


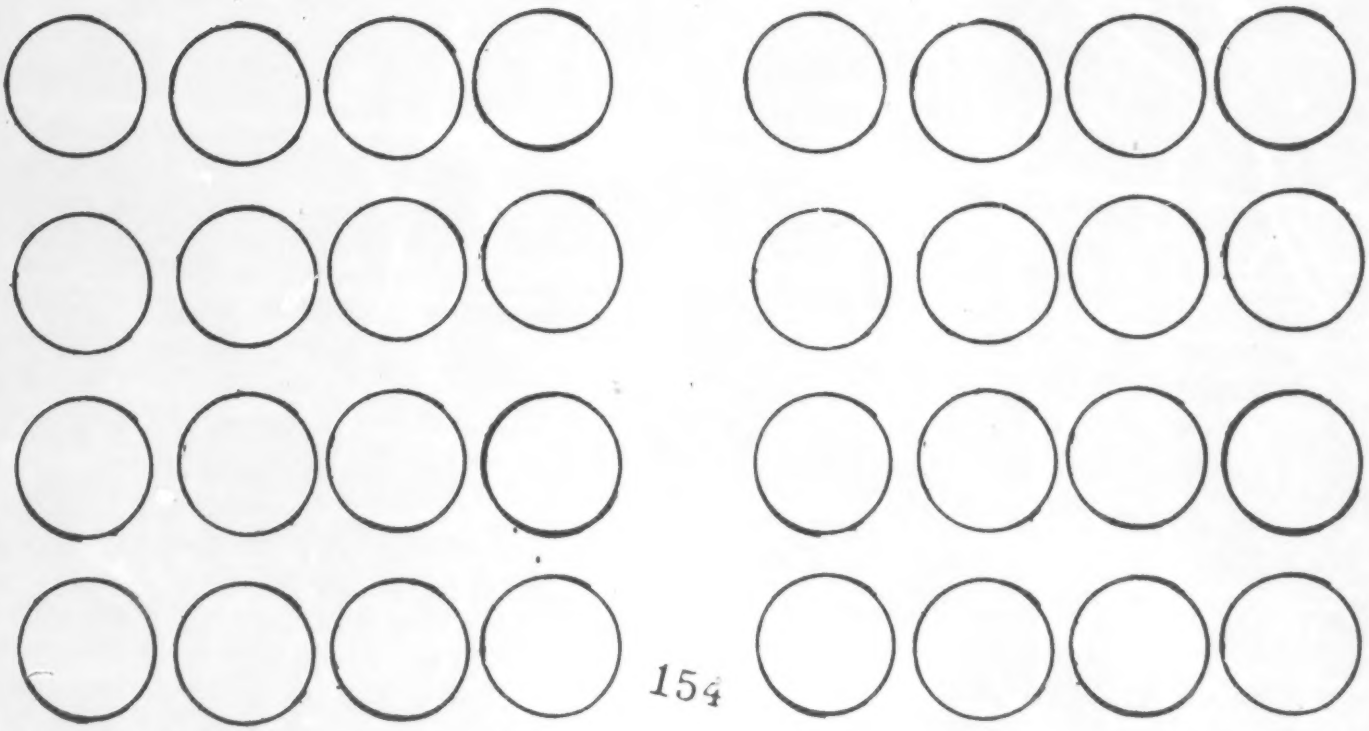


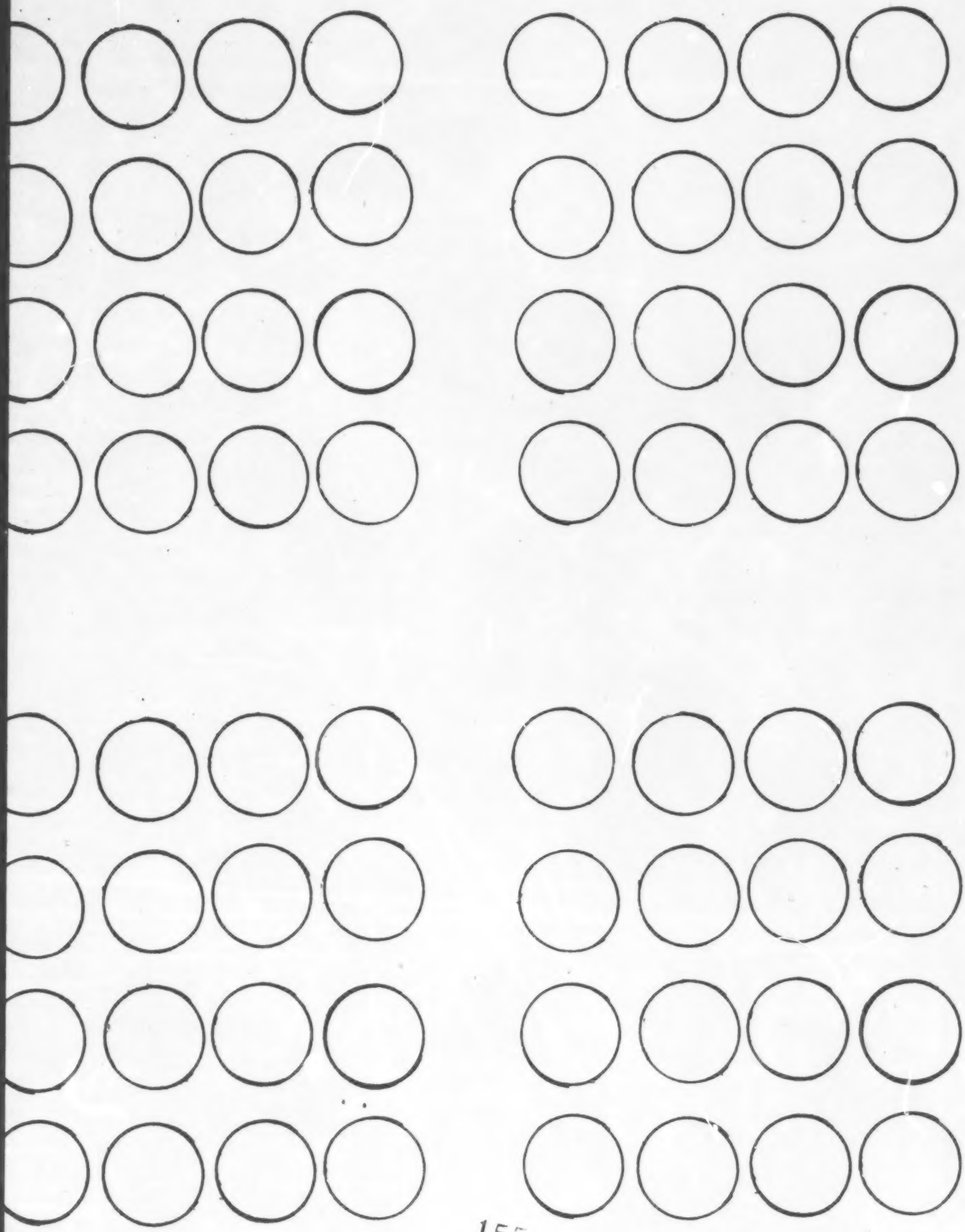


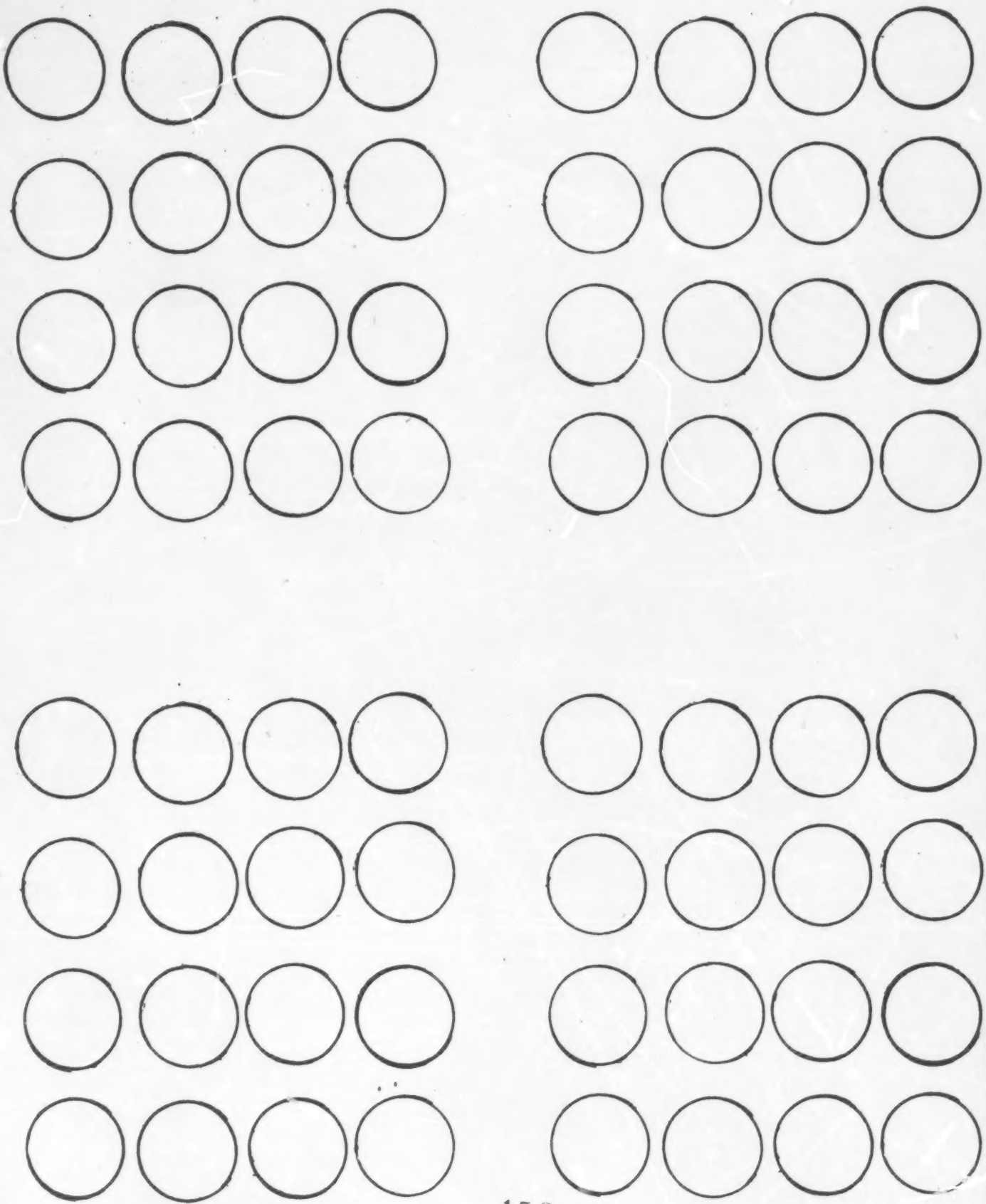


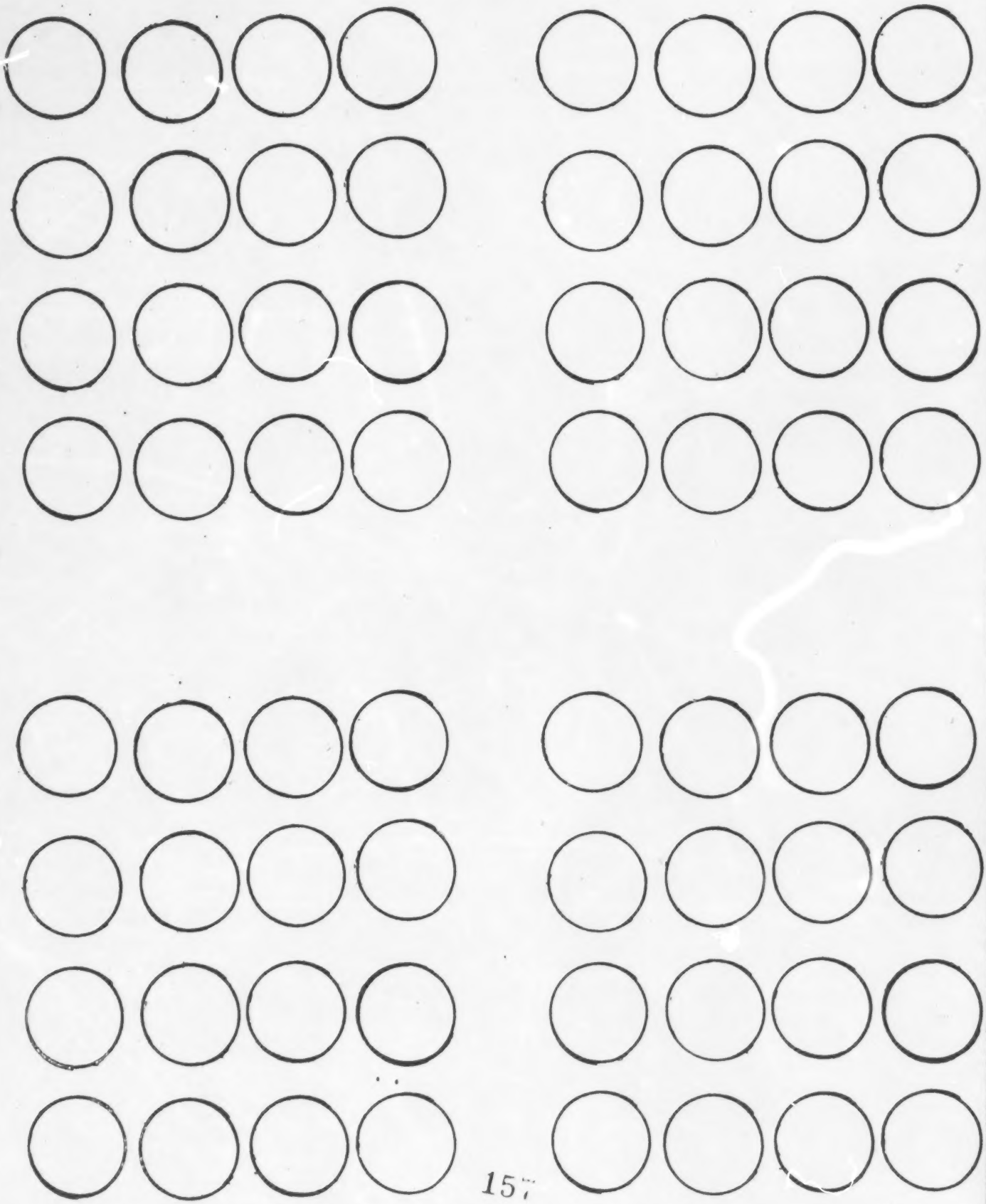
You can use these to make your own patterns.

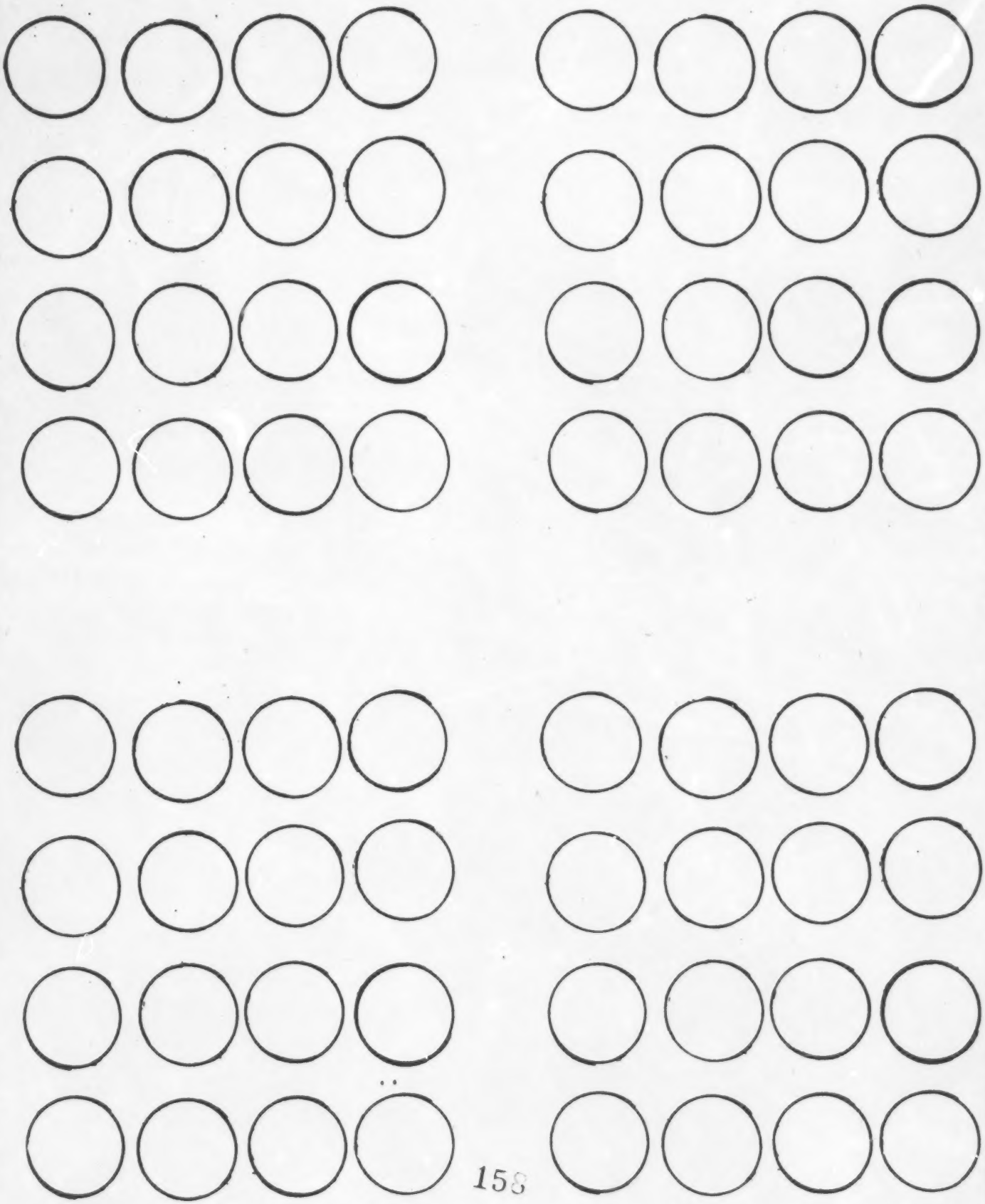


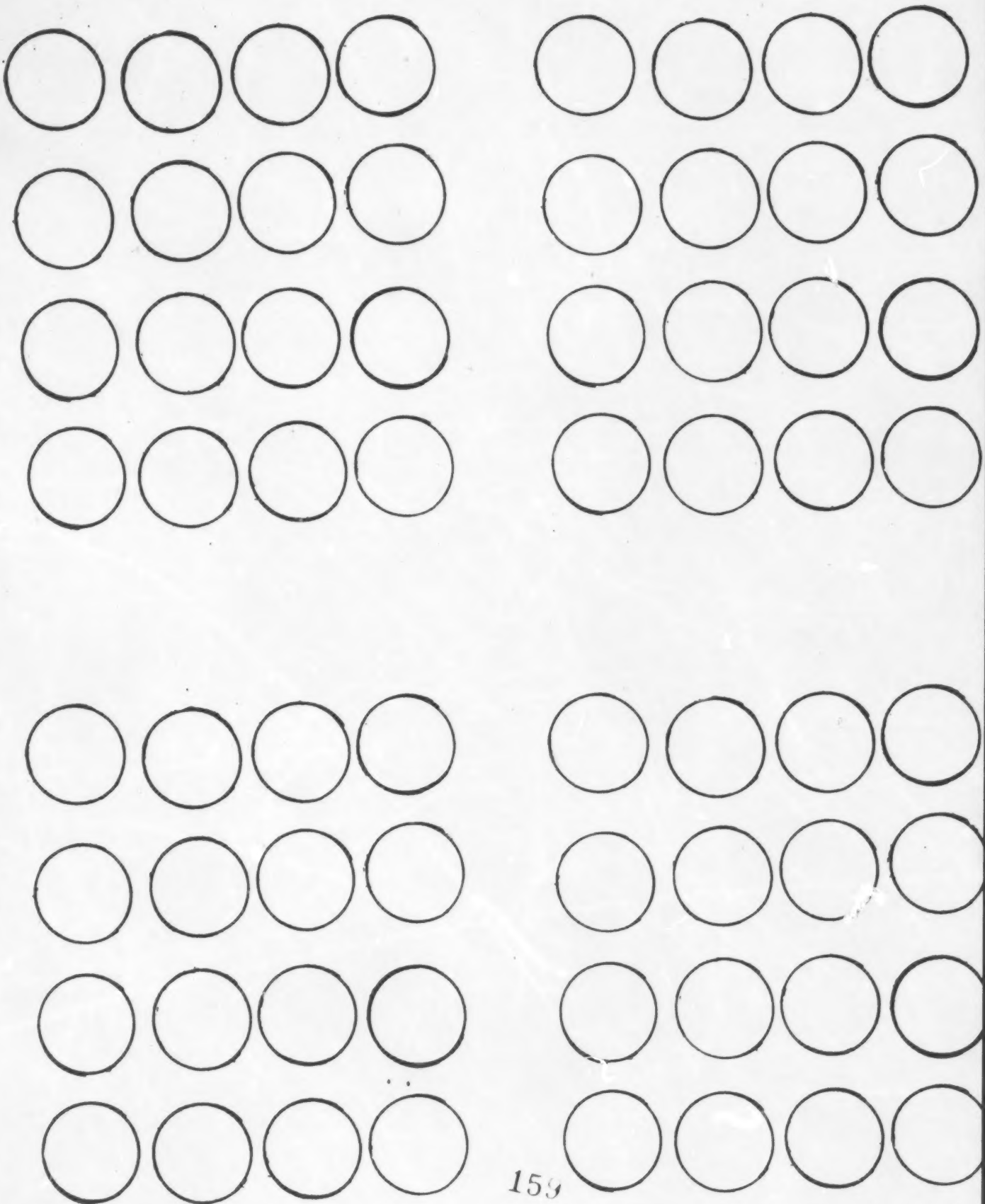












The following programs are some suggestions of ways to use motor perception for an introduction to some of the areas studied in kindergarten. Use these in anyway you wish, they are for your help.

The programs are planned for 3 sections of kindergarten to combine for one presentation. They are very adaptable to only one section.

The narrative will need to be read by someone else, unless you have a very exceptional group!

SUGGESTED PLANS FOR TWO PROGRAMS BASED ON MOTOR PERCEPTION SKILLS

THEME: SCHOOL DAYS, SCHOOL DAYS

Have the music for this song playing while the audience is arriving. If you mimeograph a program the parents and friends can read part of what is going to happen.

Danish Dance of Greeting (detailed instructions elsewhere in this manual) They don't need partners, everyone can be in the circle wherever you want them! You may have one circle for each section or one large circle. Have them walk out to their places.

Have a boy and a girl at one front corner of the gym. If possible have a spot light on them when they are speaking and have the rest of the lights off. They will need a microphone.

Narration: Wow! What a day we had at school yesterday. I learned so much I think my head may split! In fact, at supper when my folks asked me what I learned in school today I didn't even give them my usual "Nutin', just messed around." I think the shock was almost too much for them! First, I told them about the alphabet letter we have learned. (Use March Around the Alphabet. Have them give letter, sound, key word and write it in the air. After they finish they could go over and be seated on the front row of the bleachers until it is their turn again.)

Narration: Use one section for this part. Jump ropes will be needed.) Addition has been lots of fun. There's only one correct answer but there are lots of ways to get the correct answer. (Have the narrator read the problems for this part of the math. The narrator will read an addition problem and the children will jump the answer. The lights will need to be left on as the narrator reads. Example: 2+2=4 jumps 1+1=2 jumps. Part two of math: For this section divide the class into three groups. One group jumps one number, another group jumps the second number and the third group jumps the answer.)

Narrator: I could have used an inch worm for the problems we did with rulers. We covered lots of inches. (The class does the Inchworm exercise. The child leans down and touches the floor with their hands and then they walk forward until their body is nearly straight, next they walk forward until their body is nearly straight, next they walk with the feet moving up close to their hands. If anyone has the music "Inchworm" you could use it for background. They could use this as a method of returning to the bleachers.)

Narrator: (For this section use only one section.) We study many interesting places about many people that have a lot of different occupations and are community helpers. (This class will do the Shoemaker Dance. You might mention that it is from Germany, unless someone will be led to think this whole thing is for real and that you have first graders studying Germany!)

Narrator: The third section could do this. Being clean is so important to our health and the health of those people around us. Our teacher told us not to be like the child whose Mother had to get her child in the bath tub one part at a time. This helped us learn more about our bodies and some of the different parts that we can move and how they can move. (Have them do Looby Lou. It would be a good break to have them sing the song as they do the movements.)

Narrator: Did you know that there are a lot of different ways to move around? I knew about the walk and the run but yesterday we learned some new locomotor movements in physical education. Skip Stoop was such fun. (Use the skip, slide, and gallop. This may be used to get everyone back onto the floor. Use the record Movin' the selection is Jamacian Holiday. Skip Stoop is played by having the children skip, when the music stops they stoop down, when the music starts they get up and slide until the music stops, they stoop again, this time when the music starts they gallop and when the music stops they stoop. The next time the music starts you start the series over again.

Narrator: In music, we worked on keeping time to music; however, we didn't just clap to the music! We really "got with it" and put a whole series of movements with the music. It certainly helped me feel as if I had had a good day. (Use Hand Jive here. Some kindergarten classes will not be able to do this. Choose something from The Feel of Music they can do.) We hope you have had a good evening here with us and we have enjoyed sharing a day with you.

SUGGESTION TWO

This is another group of suggestions and you are welcome to use them in anyway that will be helpful to you. If you want to combine parts of this idea and the School Days theme feel free.

SPRING

Use the music It Might As Well Be Spring as the crowd arrives. Have a single narrator for this. They do not need to be in a position to be seen.

Narrator: (Read a poem about Spring.)
What does Spring men to you? It means many things to those of us here at _____ School. In fact, not long ago, we all told stories about the things we like to do in the Spring and the things we enjoy seeing in the Spring. (Use the ideas for creative movement. They could be flowers growing, trees waving, birds flying, grass growing and many other things they like about spring. Have them act out the ideas. You will need to have written their ideas down so you can remind them.)

Narrator: (Use only one section for this part) We have enjoyed being able to get outside again after such an unusual winter. We really had winter here this year! One activity that we enjoy doing outside in the spring is jumping rope. (Have some of the children jumping individual ropes all different ways they can. Have the children that cannot jump the rope individually jump the long ropes that are being turned by two people. This way all they have to do is concentrate on getting over the rope. Have them face one of the people who are turning so they can see when the rope is on it's way to the floor. Everyone is jumping at one time.) Have music with a good steady rhythm playing.

Narrator: (Use a different section for this part of the program)
One of our favorite sounds is people yelling "play ball" again. This really lets us know that spring is here for sure. Baseball means that we must be able to throw the ball many different ways. (Have the class about 5 to 10 feet apart in two straight lines. One ball for each two children, they may be different sizes. Have some of the children throw the ball underhand to their partner, some throw overhand to their partner and some throw the ball into the air as if they were watching field. Have all of the children try all of the different ways of throwing the ball.

Narration: (Use the third section for this part of the program) The rabbits are out again and have such fun as they hop around! The Easter Bunny has been here and gone but we know he'll be around again next year! (If Easter has not come yet alter this to fit. Something about we are looking at each bunny to see if he is the Easter Bunny. Use the Bunny Hop here. Have them spread out around the floor and not in the line formation that the Bunny Hop was originally danced. This is a description that you may follow in case everyone in your school is too young to remember the Bunny Hop! Start with either foot since they are spread out, diagonally forward. Touch your heel to the floor. Touch the toe of that foot to the floor by the foot on which you are standing. Repeat this movement again with the same foot, this time have them stand on the foot they bring back to touch the toe to the floor. Use the other foot to touch the floor diagonally forward. (The one on which you were standing.) Bring the toe back to the stationary foot. Repeat the action again with the same foot. Hop forward, hop backward, hop forward three times. I did not suggest that they hop on the stationary foot each time they touch the heel and the toe to the floor. I think this will be natural to some; however, for many it would involve an additional motor skill that makes it much harder.)

Narrator: (Have each class form their own circle and have their own set of alphabet letters and numbers.)

Spring and Summer are lots of fun, but we need to be careful that we don't forget all that we learned this year at school. Our alphabet is so important that we need to remember each letter. (Use Marching Around the Alphabet and have the children give the letter, sound the key word and write it in the air.)

We don't want to forget how to add and subtract, we did that in the Numbers March. (Give each child a number on a piece of paper. They march around in a circle with a number one in the center. They choose a person that has a number two and etc. until there are five people in the center marching the opposite direction. As the record tells the child to go out of the circle, have the five go out first so they can see the four is left and subtract in this fashion.)

We need to remember about the parts of our bodies so we can understand directions, how we move and what we look like. (Use Touch from "Getting to Know Myself") We hope you have enjoyed our entertainment and now we will lift-off into summer with Up, Up and Away! (Use that record for the closing)